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ABSTRACT

A systems analysis of a community educational television (ETV) structure and of community needs was made in three counties of Appalachian Maryland to see whether an ETV system could meet integrated needs of public school students, disadvantaged families, educators, health service groups, police and fire departments, and business/industry across isolated rural communities. Data from Allegany, Garrett, and Washington counties indicated that such a system could be established, incorporating best features of a county-based, county-supporting, closed-circuit ETV network and a regionally directed and supported ETV network. A two-way audio-video system could function through Instructional Television Fixed Service transmission/reception centers and local cable companies. Assessed needs of the target population for local programming warrant early establishment of ETV. Available television facilities and equipment are capable of implementing production/distribution, while a nucleus of programming development and production staff has potential for local program origination. Enough films and video tapes exist to support even a low level of signal distribution effort. Structure of the system and associated costs have been explored. The recommended system encompasses principles of independent county control under regional management to satisfy regional needs. (RS)

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Technical Report 791

A REGIONAL ETV NETWORK:
Community Needs and System Structure

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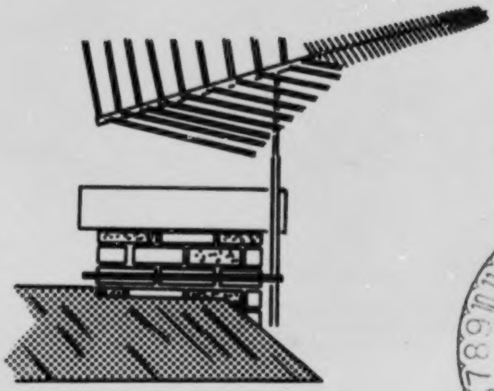

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Prepared for:
REGIONAL EDUCATION SERVICE AGENCY
110 Washington Street
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THE REGIONAL EDUCATION SERVICE AGENCY
OF
APPALACHIAN MARYLAND

A SHORT DESCRIPTION

The Regional Education Service Agency of Appalachian Maryland (RESA) is a voluntary cooperative of public educational institutions serving Allegany, Garrett, and Washington counties and those regional and state agencies or organizations concerned with human development in the three counties. Its purposes are to determine regional educational needs, design and implement regional educational programs to meet these needs, and to coordinate efforts of the cooperative agencies and organizations. Its purposes are accomplished through an Advisory Body, A Board of Directors, and the RESA office and staff.

The Advisory Body, which meets once a month, is made up of representatives of the Boards of Education, the Community Colleges, Frostburg State College, the University of Maryland, the Health Planning Council of Appalachian Maryland, the Tri-County Council of Western Maryland, the Western Maryland Library, the State Department of Education, the State Department of Economic and Community Development, the State Planning Department, and the Appalachian Regional Commission.

The Board of Directors is made up of the chief Executives of the Boards of Education of Allegany, Garrett, and Washington counties, the Presidents of Allegany Community College, Garrett Community College, and Hagerstown Jr. College, and the President of Frostburg State College.

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resa
REGIONAL EDUCATION SERVICE AGENCY
of Appalachian Maryland

110 WASHINGTON STREET
CUMBERLAND, MARYLAND 21502
PHONE 724-6190

July, 1974

Dear Colleagues:

It is a privilege to submit this report on the feasibility of a Regional ETV Network in Appalachian Maryland. The Board of Directors of the Regional Education Service Agency of Appalachian Maryland sanctioned this study as a result of the recommendation of the ETV Task Force. The general objective of this research was to identify and analyze the problems and needs in education common to Appalachian Maryland which could be resolved or alleviated through regional cooperation in educational television. Since it is a basic function of RESA to identify regional education and training needs and to coordinate efforts to meet these needs, the possibility of whether a community based ETV network can assist this effort must be considered.

The Board of Directors has approved the concept of a regional ETV network and has recommended a color system should the program reach the operational planning stage. The Board anticipates exploratory discussions with national, state and local leaders concerned with the application of communications technology for education and information before any search for funding to implement the concept.

Sincerely yours,

George E. Allen

George E. Allen
Executive Director

GEA:jkd

ALLEGANY, GARRETT, WASHINGTON COUNTIES

OPERATIONS RESEARCH, Inc.
SILVER SPRING, MARYLAND

A Regional ETV Network: Community Needs and System Structure

by Martin Hershkowitz

October 31, 1973

Prepared for
Regional Education Service Agency
of Appalachian Maryland
Cumberland, Maryland

4-A

PREFACE

The Regional Education Service Agency (RESA) of Appalachian Maryland is responsible for identifying regional education needs, designing and implementing regional education programs to meet these needs, and coordinating the efforts of the cooperative agencies and organizations within Allegany, Garrett and Washington Counties of Maryland. Under the sponsorship of the Appalachian Regional Commission RESA has undertaken a program to investigate the education and training needs of selected target populations, including public school students, "disadvantaged" families, educators, health service groups, police and fire departments, and business/industry, and to study whether a community educational television (ETV) system can meet these integrated needs across isolated rural communities. RESA contracted with Operations Research, Inc. (ORI) to conduct a systems analysis of a community ETV structure and an analysis of community needs.

The study presented herein consists of three parts: (1) an analysis of community needs for selected target populations; (2) an inventory of existing community television resources, both "hardware" and "software"; (3) an exploration of the structure for a community ETV system, including its management, signal distribution and costs. Data were obtained from the Maryland State Department of Education Goals Validation and Needs Assessment data bank for the three counties involved, from "disadvantaged" families through the University of Maryland Cooperative Extension Services Family Aide Program, from professional and business/industry groups through direct interviews and discussions, and from other sources through the offices of the Washington County Public Schools Instructional Television facility and the Maryland Center for Public Broadcasting.

The results of the study indicate that a community ETV system can be established which incorporates the best features of a county-based, county-supporting closed-circuit ETV network and a regionally-directed, regionally-supported ETV network. Through a combination of Instructional Television Fixed Service transmission/reception centers and local cable television companies an interconnected, two-way audio-video system can be established throughout the region. There is a sufficient inventory of programming production equipment to support production efforts in two of the counties with only a minimum of system interconnect. Sufficient needs have been determined for the target populations for locally originated programming to warrant the early establishment of a community ETV system. Sufficient sources of prepared special purpose programming (i.e., films, video tapes) exist to support even a low level of signal distribution effort. Finally, a summary of the system structure and associated costs shows that: (1) the complete regional two-way audio-video signal distribution/reception network interconnect can be implemented at an initial installation cost of approximately $630-thousand (approximately $435-thousand for black and white receivers); (2) a final system, consisting of three fully staffed county "Local Centers" and a fully staffed regional "Central Office," can be established to produce and/or distribute a full schedule of programming for an annual operating cost of approximately $1.1-million; (3) an initial system, consisting of one fully staffed Local Center, two minimally staffed Centers and a partially staffed Central Office, can be established to produce and/or distribute a moderate schedule of programming for an annual operating cost of less than $190-thousand.

ACKNOWLEDGMENTS

The study presented herein was conducted in ORI's Planning Systems Division, with Martin Hershkowitz, Senior Scientist, as Project Director/ Principal Investigator. It was sponsored by RESA, under the technical direction of Joseph R. Hawvermale, Program Coordinator.

ORI is indebted to Mr. Hawvermale for his continued support and direct technical effort throughout the several phases of the study. His intimate knowledge of the region, the target populations and the existing television resources have given this study the desired direction and helped to obtain the data needed to determine a recommended system structure with associated costs. In many cases he performed as a technical member of the study, analyzing data, recommending further investigations and sources of data, and preparing preliminary text.

ORI wishes to express its gratitude to Robert F. Lesher, Supervisor of Instructional Resources and Director of the Washington County Public Schools ITV facility, and Vincent Tantillo, Chief Engineer, and Stanley D. Johnson, Production Supervisor, of his staff for their knowledge and assistance in defining the system structure and establishing associated cost estimates. ORI is likewise grateful to Richard W. Smith, Director of Development Projects for the Maryland Center for Public Broadcasting, for his knowledge and assistance in defining prepared programming and their sources.

Thirteen hundred students, educators, parents, members of business/ industry, members of the general public and other select groupings within Appalachian Maryland participated in the Maryland Educational Goals Validation and Needs Assessment study. ORI is grateful to The Honorable James A. Sensenbaugh, Maryland State Superintendent of Schools, Richard K. McKay, Assistant Superintendent for Research, Evaluation and Information Systems, and County Superintendents of Schools Wayne W. Hill, Raymond O. McCullough and William M. Brish (Allegany, Garrett and Washington Counties, respectively) for releasing these data for the purposes of this study. ORI is

likewise grateful to the more than 70 "disadvantaged" families who participated in this study and to the Family Aides, from the University of Maryland Cooperative Extension Services Family Aide Program, who were the field interviewers during this phase of the study.

ORI wishes to recognize the efforts of Sajjad H. Durrani, Senior Scientist in its Space and Communications Systems Division, who consulted with the study team on the structure of terrestrial-based signal distribution systems.

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I. INTRODUCTION

A topological analysis of Appalachia would clearly relate its inadequacies in health services systems, in educational programs and special services, and in employment opportunities to its rural isolation. Indeed, as a macro-organism, Appalachian communities are not only topographically isolated from the rest of the nation, but are similarly isolated from each other. Here busing is not implemented to reorganize from defacto segragated neighborhood schools to integrated local school systems, but rather to bring the child to his neighborhood school. Here is not the situation of youth leaving the family environment while remaining comfortably within the community, but rather one of youth leaving the community while longing to remain within the family environment. Here, in an era of interplanetary communications, is a region where the topography prevents a terrestrial based communications system from integrating its educational needs.

The educational television (ETV) concept, in its broadest sense, can satisfy the comprehensive communications needs of the isolated community. In particular, ETV can serve the needs of each group--preschool, inschool and out-of-school children, education and health professionals, police and fire forces, social service recipients, businessmen, the general community--through specialized programming and inservice training. Fellows (1966, p 8) suggested this approach seven years ago:

> ...educational television could be of tremendously significant value to the people of Appalachia if it were to direct a major portion of its programming to very basic needs of Appalachia's educationally needy persons.

The Regional Education Service Agency (RESA) of Appalachian Maryland, under sponsorship of the Appalachian Regional Commission (ARC), has accepted as its mission the integration of isolated individual community needs for educational programming into an area-wide community ETV system.

The RESA system intends to address health, education and social needs in Allegany, Garrett and Washington counties of Maryland, and the adjoining communities in Pennsylvania and West Virginia.

RESA of Appalachian Maryland is a voluntary cooperative of public education institutions serving Allegany, Garrett and Washington counties, and those regional and state agencies or organizations concerned with human development in the three counties. Its purposes are to determine regional educational needs, to design and implement regional educational programs to meet these needs, and to coordinate the efforts of the cooperative agencies and organizations. Within this milieu RESA undertook its community ETV project.

The purpose of the ETV study is to examine the ETV needs of the region, to catalog the existing ETV assets, to define a model system and to recommend an administrative schedule for implementing and operating the system. The specifics of this phase are:

- Catalog Needs and Usage Patterns
- Catalog Availability of Hardware Resources
- Catalog Software Deficiencies
- Research Historical Data on Hardware/Software/Developmental Costs
- Plan for Phased Implementation of a System.

II. COMMUNITY NEEDS

The ETV concept encompasses a broad range of educational programming, including classroom instruction, inservice training, continuing education, adult basic education, consumer education, general purpose social and economic improvement, and general interest information. The needs of the community can be served by offering highly directed programming in these areas to identifiable community segments or population groups, and general purpose programming to the general public.

Table 1 displays the potential client groups to be served by the community ETV system and some of their immediate interests and/or needs. The needs are being established from documented sources, such as public education goals and needs (Maryland State Department of Education, 1972a and 1972b; Hershkowitz, 1972), and from surveys and interviews, such as the interests and viewing habits of disadvantaged families (Regional Education Service Agency of Appalachian Maryland: Interests and Viewing Habits Interview Guide, Appendix B).

PUBLIC SCHOOL STUDENTS

Instructional Television (ITV) has been an integral part of the public education milieu for many years. Closed circuit ITV had its beginning in 1956 with such pioneering experiments as that in the Washington County Public Schools, Maryland (Washington County Board of Education, 1962), and has progressed to the extent that "Sesame Street" and the "Electric Company" can be viewed in the home by preschoolers and shut-ins as well as in the classroom. Clearly, ITV represents an established unit for the ETV concept.

TABLE 1

POTENTIAL CLIENT GROUPS: THEIR INTERESTS AND NEEDS*

Groups	Interests and/or Needs
Students	Critical educational needs; Special education programming; Resource materials
Disadvantaged Families	Consumer education; Health and nutrition education; General purpose social and economic improvement
Continuing Education and Technical Training:	
Teachers and Administrators	In-service training; Information dissemination; Resource materials
Health Service Groups	Professional and paraprofessional in-service programs; Resource materials
Business and Industry	Management programs; Professional and technical improvement programs
Public Service Groups (government, public safety, National Guard)	Management programs; Technical public service programs
General Public	General interest programming; Broad nonspecific social improvement; Health education

*This table was adapted from Hershkowitz and Hawvermale (1973, Table 1, p 4).

Educational goals and an assessment of the extent to which these goals are being attained are basic to establishing the public school student component of RESA's community ETV program. Accordingly, data from Allegany, Garrett and Washington Counties were obtained from the Maryland State Department of Education Goals Validation and Needs Assessment Study (Maryland State Department of Education, 1972a and 1972b). The data represent the perceptions of public groupings in these school systems on the importance of specific goals and their perceptions on the extent to which they are being attained.[1] Table 2 displays the population, sample and response sizes for each of the respondent groups.

---

[1] The questionnaire employed and a detailed discussion of the survey procedures are presented in Hershkowitz (1972).

TABLE 2

POPULATION AND SAMPLE SIZES, AND RESPONSE RATES FOR EACH RESPONDENT GROUP

Respondent Groups	Population	Sample	Response Rate (%)
Students	21,242	445	64
School Staff	2,257	189	66
Central Staff	85	34	88
Parents	26,974	242	42
Boards of Education	16	16	38
Business/Industry	261	76	55
General Public	148,718	301	38
Elected and Appointed Officials*	---	---	---
Total	199,553	1,303	54

*Maryland State Department of Education address lists do not indicate the associated local school system for each member in this category; thus, population and sample size are not directly obtainable. However, since all names on the list were surveyed, the sample within each system was 100 percent. The overall State average response rate for this category was 37 percent (Hershkowitz, 1972).

Mean goal importance scores and mean goal attainment scores were determined for each of the 37 specified goals.[2] Analyses on these data yielded five categories or cardinal rankings of goal importance--Most Important, Second Most Important, Medium Important, Less Important and Least Important[3]--and four categories of need--Critical Need, Low Level Need, Successful Program and Low Level Successful Program.[4]

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[2] See Appendix Tables A.1 and A.2 for mean importance and mean attainment scores, respectively, for each of the eight identified public groupings.

[3] See Appendix Table A.3 for relationship between mean importance score and cardinal ranking.

[4] See Appendix Figures A.1 and A.2 and Appendix Table A.4 for a description of how the categories of need are derived from importance and attainment data.

Table 3 displays the specific goals to which the cardinal ranking Most Important was established for four or more of the eight respondent groups. With the single exception of "Mastery of reading skills," the goals considered most important for Appalachian Maryland public education are all higher order goals. In particular, "Ability to arrive at independent decisions" and "Development of self-respect" are agreed to by all respondent groups.

TABLE 3

SPECIFIC GOALS FOR WHICH THE "MOST IMPORTANT" CARDINAL RANK WAS ESTABLISHED BY FOUR OR MORE RESPONDENT GROUPS*

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Ability to arrive at independent decisions.	X	X	X	X	X	X	X	X
Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).	X			X	X	X	X	
Development of self-respect.	X	X	X	X	X	X	X	X
Ability to apply knowledge and skills to the solution of real life problems.	X	X	X	X	X	X		X
Skills required for employment in their selected occupations by students planning to enter the job market.	X			X	X	X	X	X
Mastery of reading skills.	X	X	X	X	X	X	X	X
Ability to practice sound personal health habits.		X	X	X	X		X	

*Supporting data for this table can be found in Appendix Tables A.5 and A.6.

In contrast, Table 4 displays the specific goals to which the cardinal ranking Least Important was established for four or more of the eight respondent groups. All of the goals considered least important for Appalachian Maryland public education are all subject matter related goals. In particular, "Knowledge of fine arts concepts" are agreed to by all respondent groups.

TABLE 4

SPECIFIC GOALS FOR WHICH THE "LEAST IMPORTANT" CARDINAL RANK WAS ESTABLISHED BY FOUR OR MORE RESPONDENT GROUPS*

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Knowledge of language concepts.	X			X	X	X	X	
Knowledge of scientific concepts.	X	X		X	X	X	X	
Mastery of computational skills.	X	X	X	X	X	X	X	
Knowledge of fine arts concepts.	X	X	X	X	X	X	X	X
Mastery of mechanical skills of writing.	X	X	X	X			X	

*Supporting data for this table can be found in Appendix Tables A.5 and A.7.

Critical educational needs have been defined to be those goals whose mean importance score is greater than the overall average importance score and whose mean perceived extent of attainment score is less than or equal to the overall average attainment score simultaneously (in accordance with the procedures outlined in Appendix Figures A.1 and A.2). Table 5 presents the specific goals to which a critical need was assigned by four or more respondent groups. Of the six goals assigned a critical need only one was considered to be "Most Important" for public education, "Ability to apply knowledge and skills to the solution of real life problems." All six goals are in the mid to higher order range, that is, none of the goals are subject-matter oriented, yet several of these goals are clearly dependent upon the student's mastery of the subject matter goals.

An Appalachian Maryland teacher-administrator workshop, sponsored by the RESA-ETV study team, reviewed the goals established as Most Important and the goals assigned a Critical Need. The workshop considered those six goals assigned a Critical Need to be the prime public education targets for the community ETV system and assigned to each a priority in terms of importance in order to reduce the gap evidenced by this perceived critical need and in terms of the feasibility for developing the necessary curriculum and program materials. Table 6 displays these priorities.

TABLE 5

GOALS TO WHICH FOUR OR MORE RESPONDENT GROUPS ASSIGNED A CRITICAL NEED*

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Ability to use leisure time in constructive activities.			X		X		X	X
Ability to apply knowledge and skills to the solution of real life problems.		X		X	X	X	X	X
Skills for managing personal and family finances.	X		X	X	X	X		
Mastery of skills in listening to comprehend the ideas of others.		X		X			X	X
Ability to effectively plan the use of time.		X		X	X	X	X	
Knowledge of job requirements of major occupational fields.	X			X			X	X

*Supporting data for this table can be found in Appendix Table A.9.

TABLE 6

PRIME PUBLIC EDUCATION TARGET GOALS FOR COMMUNITY ETV, WITH PRIORITIES FOR IMPORTANCE AND FOR FEASIBILITY TO IMPLEMENT

Goals	Priorities	
	Importance for Implementation	Feasibility to Implement
Ability to use leisure time in constructive activities.	6th	5th*
Ability to apply knowledge and skills to the solution of real life problems.	1st	4th
Skills for managing personal and family finances.	2nd	2nd
Mastery of skills in listening to comprehend the ideas of others.	5th	6th†
Ability to effectively plan the use of time.	4th	3rd
Knowledge of job requirements of major occupational fields.	3rd	1st

*The workshop participants considered this goal to be a special subgoal of "Ability to effectively plan the use of time" for implementation purposes.

†The workshop participants considered this goal as relating to all the goals for implementation purposes.

Since all six goals have a critical need, implementing a program to satisfy any of them would be desirable. However, a realistic view of the probable initial program development budget suggests that a hierarchy be considered so that the "most desirable" programs be implemented as funds become available. An analysis of the data in Table 6 leads to the following hierarchy:

1st: "Skills for managing personal and family finances" (2nd in both importance and feasibility).

2nd: Either "Ability to apply knowledge and skills to the solution of real life problems" (1st in importance, but 4th in feasibility) OR "Knowledge of job requirements of major occupational fields" (3rd in importance, but 1st in feasibility).

3rd: The other of the two goals not selected as 2nd above.

4th: "Ability to effectively plan the use of time" (4th in importance and 3rd in feasibility).

5th: "Ability to use leisure time in constructive activities" (6th in importance and 5th in feasibility).

All: "Mastery of skills in listening to comprehend the ideas of others" (to be integrated in all programming to attain the above five goals).

DISADVANTAGED FAMILIES

Appalachian Maryland has a social service program wherein various services are offered to participants who can qualify as "disadvantaged families." By definition a family may be a participant if its annual income is less than 1.25 times the established poverty income level for that size family for this region. Thus, if $4,000 is the established poverty level of income for a certain size family in Appalachian Maryland, then an Appalachian Maryland family of that size having an annual income of less than $5,000 is eligible for participation.

RESA has identified this group as a potential target population for specific educational-social-economic programming under community ETV. This choice was not unique. Several precedents have already been set on a local level, such as the Rural Family Development (RFD) program on adult basic education conducted at the University of Wisconsin over WHA-TV (Udvari, 1970).

In order to determine the potential needs of this target population RESA undertook a limited survey of the interests and viewing habits of the disadvantaged families. A precoded interview guide was designed (see Appendix B)[5] and administered to approximately 25 percent of the disadvantaged families in Allegany and Washington Counties[6] by the Aides in the social services program. For the purposes of this report only a limited analysis was performed on the 71 responses to highlight specific interests and viewing habits. A wealth of detailed attitudinal and demographic data exist for later indepth analysis to investigate the specifics for program development.

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[5] Part I of the RESA interview guide was patterned after the Rural Family Development interest survey (RFD/WHA-TV, 1970a), but differed from it considerably. Part II of the RESA interview guide was adapted from the RFD Q-Sort survey (RFD/WHA-TV, 1970b), but sought to determine the importance to the responder of each item independently of the others.

[6] The Garrett County component of the social service program had not yet developed sufficiently to participate in the survey.

Table 7 reveals that all surveyed Disadvantaged Families possess at least one television set and that 30 percent possess a color receiver. Thus, color programming for this target population should not be entirely discounted. Table 8, however, shows that only 58 percent of these families receive cable television (CATV), which is the only medium by which Public Broadcasting Service (PBS) is received in Appalachian Maryland; thus, general purpose programming over PBS and special purpose programming over CATV are not at present available to all of these families. Since PBS and CATV are currently the only way in which regionally and locally originated programming can be distributed this finding raises a question of maintaining effective signal distribution as a function of the ETV system.

TABLE 7

DISADVANTAGED FAMILIES POSSESSING A BLACK AND WHITE OR COLOR TELEVISION SET

Type of TV	Percent
None	0
Black and White	70
Color	30
No Response	0

TABLE 8

DISADVANTAGED FAMILIES RECEIVING CABLE TELEVISION

CATV	Percent
Yes	58
No	42
No Response	0

Table 9 displays the hours per day that these families view their TV sets during week days and over the weekend. It is clear that, except for minor differences (i.e., two to three percent) Friday and Saturday have equivalent distributions, which differ from weekdays and Sundays. It is also clear that weekday TV is viewed for longer hours by far more families. It is probable that the TV set is serving as babysitter/companion during the week, while it is being used for entertainment Friday through Sunday when the family is not otherwise engaged. Most important, however, is that more than two-thirds of these families view TV for six or more hours per day during the week and that nearly two-thirds view TV for six or more hours on Friday and Saturday (the distributions indicate that these may not be the same people or for the same reasons). On Sunday the families were divided evenly with about 50 percent viewing TV less than six hours and some three percent not viewing TV at all.

TABLE 9

HOURS PER DAY OF TELEVISION VIEWING BY DISADVANTAGED FAMILIES FOR DIFFERENT DAYS OF THE WEEK

	Percent of Families Viewing								
Days of the Week	Not at All	1 Hour	2 Hours	3 Hours	4-5 Hours	6-8 Hours	9-12 Hours	More Than 12 Hours	No Response
Monday-Thursday	0	0	3	8	19	34	18	10	5
Friday	1	3	4	8	19	22	22	14	5
Saturday	0	1	4	5	22	21	22	16	5
Sunday	3	3	8	12	21	19	19	5	5

Table 10 reveals that these families are very willing to use television for educational purposes, with 80 percent responding that the role of television for the family should be both entertainment and education. Only ten percent felt that the role of television should be purely entertainment, while an additional seven percent did not really know what television's role should be. Although these responses do not guarantee that this target population would make use of educational programming the implication is that the TV is on anyway so that good educational programming will not be turned off and will have the opportunity to make its point.

TABLE 10

WHAT ROLE SHOULD TELEVISION PLAY FOR THE DISADVANTAGED FAMILIES

Role	Percent
Entertainment Only	10
Both Entertainment and Education	80
Don't Really Know	7
No Response	3

Table 11 presents data on the perceptions of these families as to the easiest ways for them to learn ideas and facts. Most enlightening is the response that 68 percent of the families feel that they learn easiest by "seeing someone do it," which is suited to TV. However, 56 percent of this population feel that "asking questions" is one of the easiest ways to learn, 52 percent feel that "doing it yourself" is one of the easiest ways and 31 percent feel that "trial and error" is also one of the easiest ways; thus, a clear need to have a personal, hands-on involvement. It is possible that a most effective ETV approach to this target population would be to follow up educational programming with regular workshops where they can practice what they have seen and heard.

TABLE 11

DISADVANTAGED FAMILIES' PERCEPTIONS AS TO THE EASIEST WAYS FOR THEM TO LEARN IDEAS AND FACTS

Easiest Ways for Learning	Percent*
From a Professional Teacher	21
From Examples and Demonstrations (Seeing someone do it)	68
By Asking Questions	56
By Trial and Error	31
From a Neighbor or a Friend	14
By Doing It Yourself	52
By Words and Pictures	18
No Response	3

*The response items are not exclusive; respondents were asked to "check all that apply." Total percent response should exceed 100 percent of respondents.

In an attempt to touch on the community services aspects of a community ETV these families were asked if they would like to see a preview of the next day's television schedule. Table 12, which contains their responses, reveals that 73 percent would like the service and an additional 15 percent do not care. While this is not an open invitation to televise quantities of public service information it does indicate an interest in such a service. Public service programming should be reviewed carefully so that the services offered will attract viewers to the system and not alienate them.

TABLE 12

DISADVANTAGED FAMILIES WISHING TO SEE A PREVIEW OF THE NEXT DAY'S TELEVISION SCHEDULE

Preview Schedule	Percent
Yes	73
No	8
Don't Care	15
No Response	3

A list of 100 items which reflect on the quality of life and its improvement were presented to each family, who were asked to state the importance of each item. The respondent indicated the item's importance, independent of the other 99 items, by checking one of four equally spaced responses from "Most Important" to "Not at all Important." These items or interests represent programming modules which may be implemented by a community ETV system.

An analysis of the distribution of responses and the mean response to each item indicate that the "interest levels" may be ranked in a cardinal fashion as displayed in Table 13. All four questions referring to farming or timbering were considered so unimportant as to form its own category, "No Interest." Either the bulk of the Disadvantaged Families live in urban areas or else they have come to grips with their economic environment. More likely the former is the case. The remaining 96 items were conveniently ranked into an approximate 10-40-40-10 percent distribution, that is, into the ten percent highest mean response--Most Important--the 40 percent next highest mean response--Somewhat Important--the next 40 percent in order of descending mean response--Barely Important--and the last ten percent of mean response--Least Important.

Table 14 presents those specific interests receiving a sufficiently high enough mean importance score to be rated as Most Important. Of the 11 interests in the table seven are associated with the family, including the children's education, discipline and character, and the family's health, clothing and safety. Another three interests are associated with the ability to shop wisely. The remaining interest relates to personal improvement. These three areas offer the potential for useful, high interest programming. In particular, anything to do with the family's health, education and welfare should generate sufficient viewer's interest from this target population to warrent initial programming in that area.

TABLE 13

DISTRIBUTION OF MEAN IMPORTANCE SCORES AND ASSOCIATED CARDINAL RANKING*

Interval of Mean Importance Scores	Number of Occurrences	Cardinal Ranking
3.7 - 3.5	11	Most Important
3.4 - 2.9	39	Somewhat Important
2.8 - 2.2	37	Barely Important
2.1 - 1.7	9	Least Important
1.3 - 1.1	4	No Interest

*Supporting data for this table can be found in Appendix Tables C.1 and C.2.

TABLE 14

DISADVANTAGED FAMILIES' INTERESTS RATED AS MOST IMPORTANT*

Specific Interests	Mean Importance Score
Helping my children do better in school	3.7
Smart food buying	3.7
What am I buying	3.7
Family health	3.7
Disciplining my child	3.6
How to build character in my children	3.6
Taking care of the family's illnesses	3.6
How can I become a really smart shopper	3.5
How can I become a better person	3.5
Clothing my family	3.5
Preventing accidents	3.5

*Supporting data for this table can be found in Appendix Table C.1.

Table 15 presents those specific interests receiving a sufficiently low enough mean importance score to be rated as Least Important (only items directly related to timbering or farming received a lower mean importance score, so low as to be rated No Interest). Unlike the interests rated Most Important those rated Least Important are less grouped. Of the nine interests listed in the table three involve financing and two involve dealing with sales from mail order catalogs and door-to-door and telephone salesmen. The remaining four Least Important interests are machinery repairs, a mail order education, being a better boss and, with the lowest mean importance score of the 96 items, moving to the city and liking it. It appears that the Disadvantaged Families have little interest in repairing machinery or dealing with sales. Furthermore such items as mail order education (essentially self-learning) and better employee relationships hold no interest for them either. As far as moving to the city is concerned it would appear that they will face that issue when and if it becomes necessary. The only real surprise is the low interest in items dealing with financing since low income groups, with little or no collateral, are prime targets for the loan sharks and borderline legitimate financing agencies. Many of these items are suitable for television programming; however, the community ETV system should avoid these areas if they wish this target population to make active use of the system's output.

TABLE 15

DISADVANTAGED FAMILIES' INTERESTS RATED AS LEAST IMPORTANT*

Specific Interests	Mean Importance Score
Using mail order catalogs	2.1
Buying on credit	2.0
Borrowing money	2.0
Machine and auto repairs	2.0
Buying and selling a home or farm	1.9
Mail order education	1.9
Being a better boss	1.9
Dealing with door-to-door and phone sales	1.8
How do I move to the city--and like it	1.7

*Supporting data for this table can be found in Appendix Table C.1.

CONTINUING EDUCATION AND TECHNICAL TRAINING

RESA has identified four specific community groups who need and make regular use of continuing education and technical training: (1) public school educators, (2) health service groups, (3) business and industry groups, and (4) public service groups (e.g., local government and public safety). Traditionally, these groups have employed inservice institutes and summer institutes for long-duration instruction, and workshops and lectures for short-duration instruction. A community ETV system can easily make this form of instruction available in the home, place of employment or some centralized location within the local community.

Public School Educators

Appendix Item D.1 lists the education and training needs of public school educators which might be met through ETV, as perceived by the Allegany County Teachers Association. Since Allegany public school educators are representative of Appalachian Maryland public school educators their education and training needs are most probably representative of the broader regional needs as well. These include: lesson plan development and teaching techniques; availability of resource material including textbooks; diagnostic testing methods; inter- and intra-county classroom and administrative meetings and conferences; unique applications in areas of special education and vocational-technical education. Overviewing all of these needs is the requirement to meet the particular needs of the classroom teacher which carries with it the implication of locally originated material.

Health Service Groups

Health service groups (e.g., physicians, dentists, nurses, emergency ambulence service and other paraprofessionals) are in constant need of rapid audio-visual communications. Their time honored techniques of specialist consultations, hospital "grand rounds" and refresher courses are examples of the consistency of this need. Rural isolation such as that which exists in Appalachia places a severe constraint on the availability of these normally accepted procedures. Television has recently been considered as a means to resolve the problems associated with rural isolation and the paucity of trained personnel and facilities.

A preliminary investigation into the educational and public service functions of a communications satellite for the Appalachian Region (O'Brien, 1972) established that care of illness and accident prevention were the unmet or inadequately met health needs in the Region. The study recommended attention be given in six areas to meet these needs: (1) health education, for Appalachian families to dispell misinformation; (2) family health screening, by paraprofessionals in remote areas; (3) Black Lung screening, with authorized examiners consulting with the local physician via a telecommunication network; (4) environmental health, to report and make recommendations to improve unsafe sanitary conditions in remote areas; (5) improve primary health care, with paraprofessionals playing a key role in remote areas; (6) health manpower development, for instruction, guidance and consultation to professionals and paraprofessionals in remote areas.

A major innovative program in health services telecommunications currently being implemented by the Federal Government is the Integrated Medical and Behavioral Laboratory Measurement System (IMBLMS), (Health Services and Mental Health Administration, 1972; Brown, 1973). This system makes use of advanced medical instrumentation, automatic data processing and telecommunication (i.e., Applications Technology Satellite, ATS-F) to transmit biomedical information from a remote site to a physician located many miles away. This information includes cardiovascular and respiratory system measurements, X-ray, and biochemical and microscopic data which allows the physician to make a diagnosis and recommend treatment to be carried out by the paraprofessional in the field. Rivitz (1972-73) reports on a similar program in Appalachian Ohio, where remotely located physicians can consult with medical specialists on difficult cases via closed circuit television.

Business and Industry Groups

Business and industry often use the lecture and seminar method for purposes of new employee training, inservice learning of new methods and techniques, and general employee improvement. RESA has already employed telecommunications for several such programs by renting or purchasing prepared films and video tapes and presenting them to business and industry groups through the use of video tape playback units.

The Maryland Center for Public Broadcasting (Maryland's PBS) offers television training courses for business and industry through its Continuing Education Projects program. Appendix Item D.2 presents the cover from their 1972 catalog "Television Training Courses." Their program consisted of the following nine courses:

1. 8 Steps to Excellence--managerial skills
2. Human Relations and Motivation--nonmonetary employee incentives
3. You the Supervisor--supervisory tasks guidelines
4. Manufacturing Management by Objectives--adapting MBO to the manufacturing environment
5. Management by Objectives--application of the MBO concept
6. Put it in Writing--improving reports, memoranda and letters
7. Performance Reviews that Build Commitment--effective approaches to performance reviewing

8. From Nine to Five--upgrading clerical abilities and and skills

9. TV High School--preparation for the High School Equivalence Exam.

Public Service Groups

Public service groups, which includes the Police Department and Sheriff's Office, the Fire Department and emergency ambulance service, municipal employees, National Guard forces, etc., also use preservice and inservice training programs to initially train and improve basic and advanced skills. Appendix Items D.3 through D.6 contain letters from several of these groups professing an interest in actively participating in a community ETV system. Their needs include: centralized training, reduction of off-of-the-job training time, legal aspects of law enforcement, improved handling of present and new equipment, techniques of personnel management and administration, improved community relations, training in emergency medical aid, planning and research capabilities, new techniques in firefighting.

GENERAL PUBLIC

The educational television concept has always been planned to support the needs of the general public. The general purpose programming presented over the Public Broadcasting Service (PBS), such as civic affairs and "community outreach" programs, are designed to reach the widest possible audience. Appendix Item D.7 presents an example of Maryland's community outreach program aired over WMPB and WCPB: Fundamentals of Mathematics, Personnel Management, Americans from Africa.

III. EXISTING RESOURCES

Appalachian Maryland already has many resources available upon which to develop its ETV delivery system. There is one of the nation's oldest closed-circuit instructional television systems, a number of cable television companies covering much of the region and WMPB of the Maryland Center for Public Broadcasting as well as PBS from Pennsylvania and West Virginia. In addition, Maryland's participation in the Appalachian Regional Commission experiment in teacher inservice training through the Applications Technology Satellite (ATS-F) will yield excellent experience in offering an area-wide community telecommunication service.

PUBLIC SCHOOL ITV NETWORK

Washington County Public Schools ITV Center is one of the most experienced public school closed-circuit ITV systems in the country. The Center maintains several sound studios and production equipment, receiving and transmitting equipment, taping systems, a maintenance system, and a program production team. Figure 1 displays the existing public school instructional television network within each of the three counties. All public schools in Washington County are connected to the central ITV facility through the closed circuit system. Under an administrative agreement between the Board of Education and Antietam Cable TV of Hagerstown, Maryland, all Washington County public schools are also cable-connected. About 80 percent of the public elementary and secondary schools in Allegany County are equipped with TV, but are not connected to a central ITV facility. Under an administrative agreement between the Board of Education and Potomac Valley Television Company of Cumberland, Maryland, the TV-equipped schools of Allegany County are cable-connected. None of the Garrett County public schools are equipped for ITV or cable-connected; however, the Board of Education maintains two video tape recorders and TV monitors for use in the schools.

p. 20 blank

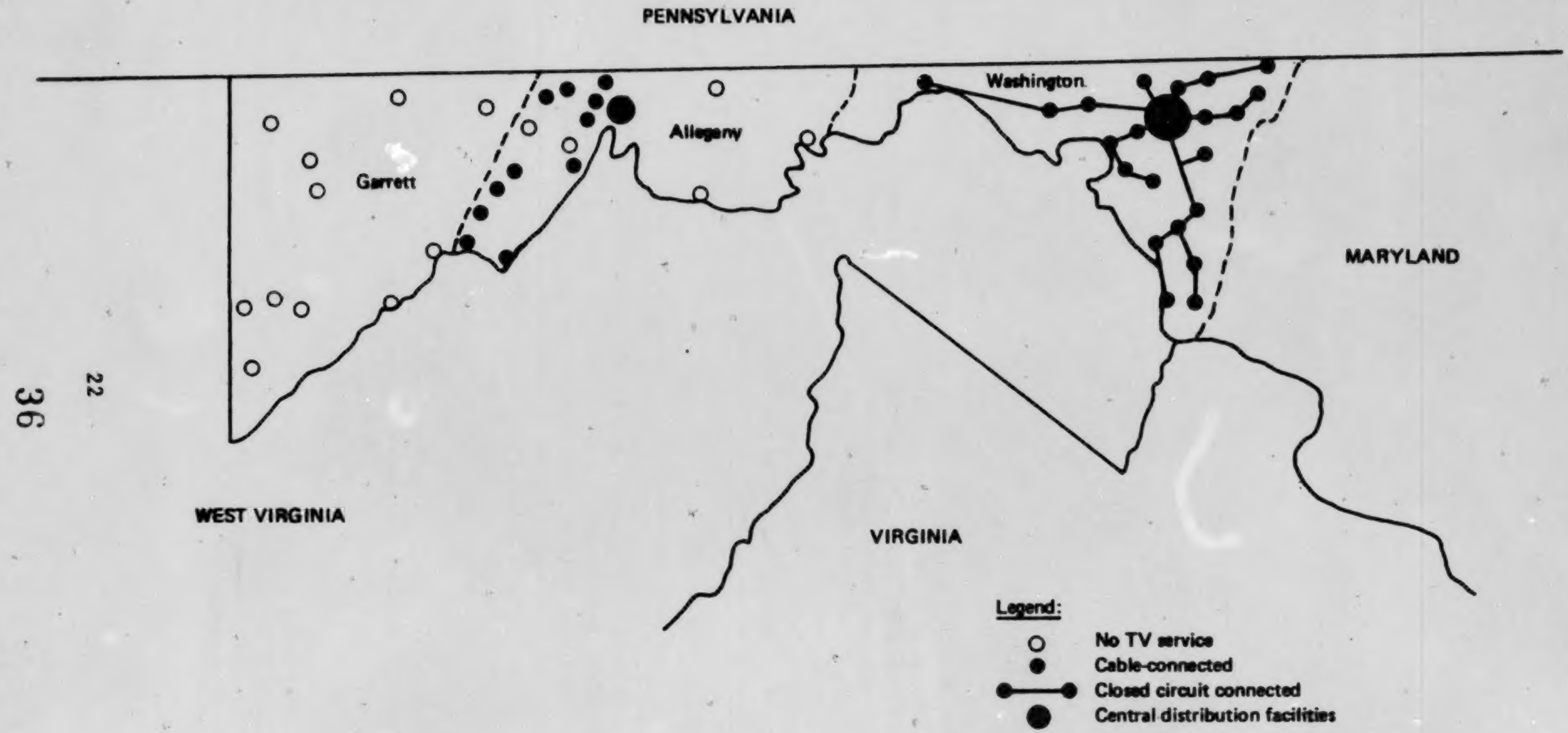
PENNSYLVANIA
Washington
Garrett
Allegany
MARYLAND
WEST VIRGINIA
VIRGINIA
Legend:
○ No TV service
● Cable-connected
●—● Closed circuit connected
● Central distribution facilities

FIGURE 1. APPALACHIAN MARYLAND PUBLIC SCHOOL INSTRUCTIONAL TELEVISION NETWORK*

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*This figure was taken from Hershkowitz and Hawvermale (1973, Figure 1).

In addition to the Appalachian Maryland public school systems, Allegany Community College is equipped with TV receivers, one-half inch TV cameras and video tape recorders, and is cable-connected to Potomac Valley Television Company through which it can receive and transmit; Frostburg State College is serviced by Frostburg Cable Television, Inc.; Upper Potomac Television Company, Inc., of Piedmont, West Virginia, supplies ETV to four grade schools and two high schools in adjacent West Virginia; Bedford Improved TV, Inc., of Bedford, Pennsylvania, supplies two schools in adjacent Pennsylvania; Potomac State College in adjacent West Virginia is fed by the Keyser Television Company, Inc.

CABLE TELEVISION COMPANIES

Commercial cable television companies offer the possibility of available, unscheduled TV channels through which a signal can be distributed to connected schools, homes, businesses and public buildings. Thus, incorporating the capacity of these companies within a community ETV system would establish the nucleus of the system's distributing network Figure 2 displays the existing commercial cable television (CATV) companies in Appalachian Maryland and in adjacent Pennsylvania and West Virginia. There are 14 CATV companies serving 45,000 subscribers in the eight involved counties of Maryland, Pennsylvania and West Virginia. Thus, 95 percent of the tri-state population have TV receivers and 50 percent are cable-connected. Western Maryland Communications, Inc., a CATV microwave distributing company, serves Allegany County through Frostburg Cable Television, Inc. (2,600 subscribers); Allegany and Mineral (West Virginia) Counties through Potomac Valley Television Company (20,000 subscribers); and Allegany, Garrett and Mineral Counties through Upper Potomac Television Company, Inc. (2,050 subscribers). Better Vision Systems, Inc., of Oakland, Maryland, serves Garrett, Mineral and Grant (West Virginia) Counties through a direct cable network (1,100 subscribers). Antietam Cable Television of Hagerstown, Maryland, serves Washington County and the Washington County Public Schools through a direct cable network and a closed circuit network, respectively (8,000 subscribers). Tri-State Cable TV, Inc., of Hancock, Maryland, serves Washington, Fulton (Pennsylvania), Franklyn (Pennsylvania) and Morgan (West Virginia) Counties through an administrative agreement with local CATV companies (3,800 subscribers). Keyser Television Company, Inc., of Keyser, West Virginia, serves Allegany and Mineral Counties through a direct cable network (3,400 subscribers). These major TV signal distributors account for 40,950 subscribers, 91 percent of the total subscribers in the area.

PUBLIC BROADCAST SERVICE

The Public Broadcast Service offers a special ingredient to a community ETV system through its ability to transmit scheduled programming of regional interest, as well as its ability to transmit unified educational programming at the elementary, secondary, postsecondary and adult basic levels. Figure 3 displays the current and planned translators for distributing a Public Broadcast Service signal throughout the area of interest.

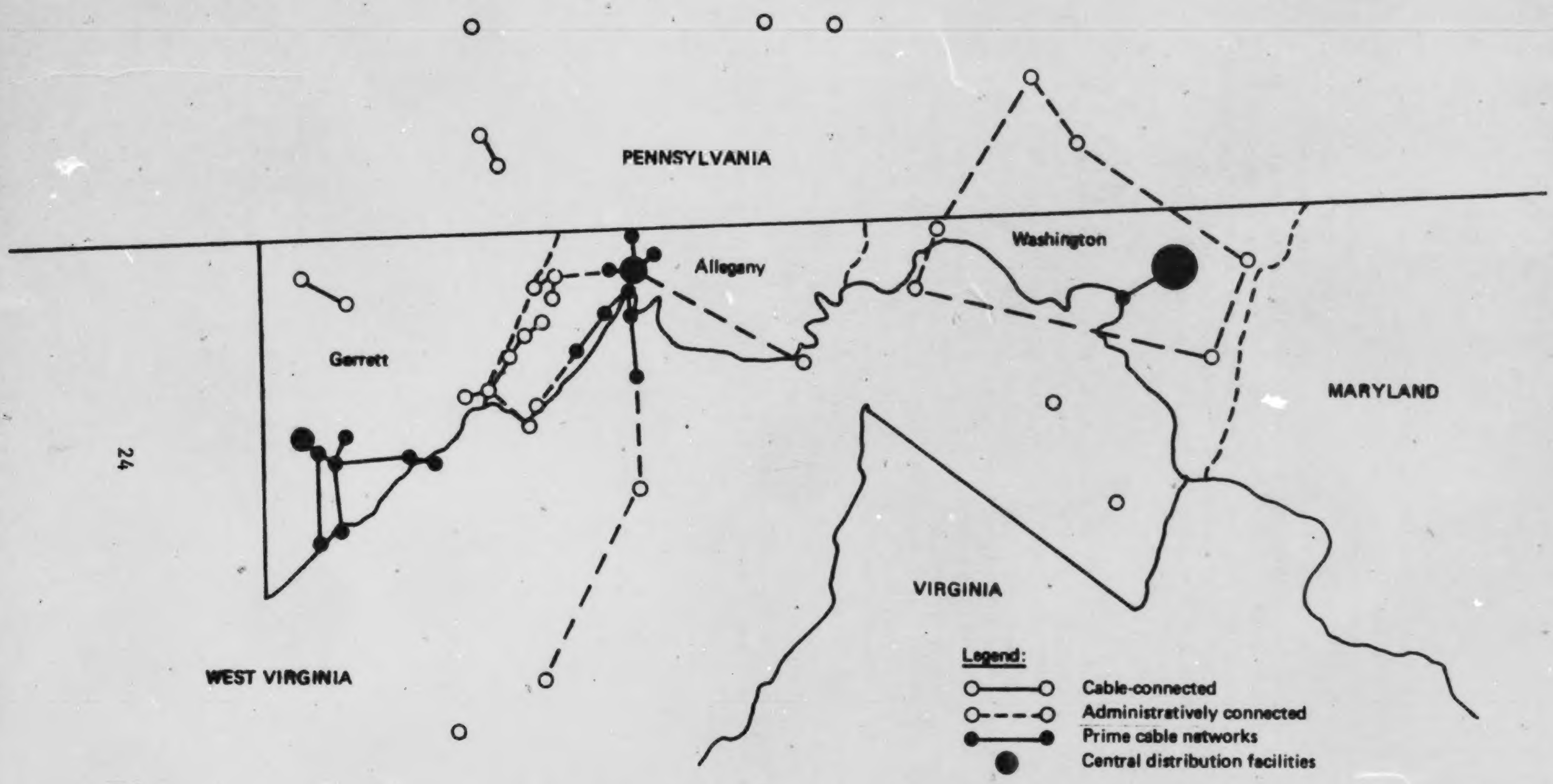
PENNSYLVANIA
Allegany
Washington
Garrett
MARYLAND
VIRGINIA
WEST VIRGINIA
Legend:
Cable-connected
Administratively connected
Prime cable networks
Central distribution facilities

FIGURE 2. COMMERCIAL CABLE TELEVISION (CATV) COMPANIES IN APPALACHIAN MARYLAND AND IN ADJACENT PENNSYLVANIA AND WEST VIRGINIA*

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*This figure was taken from Hershkowitz and Hawvermale (1973, Figure 2).

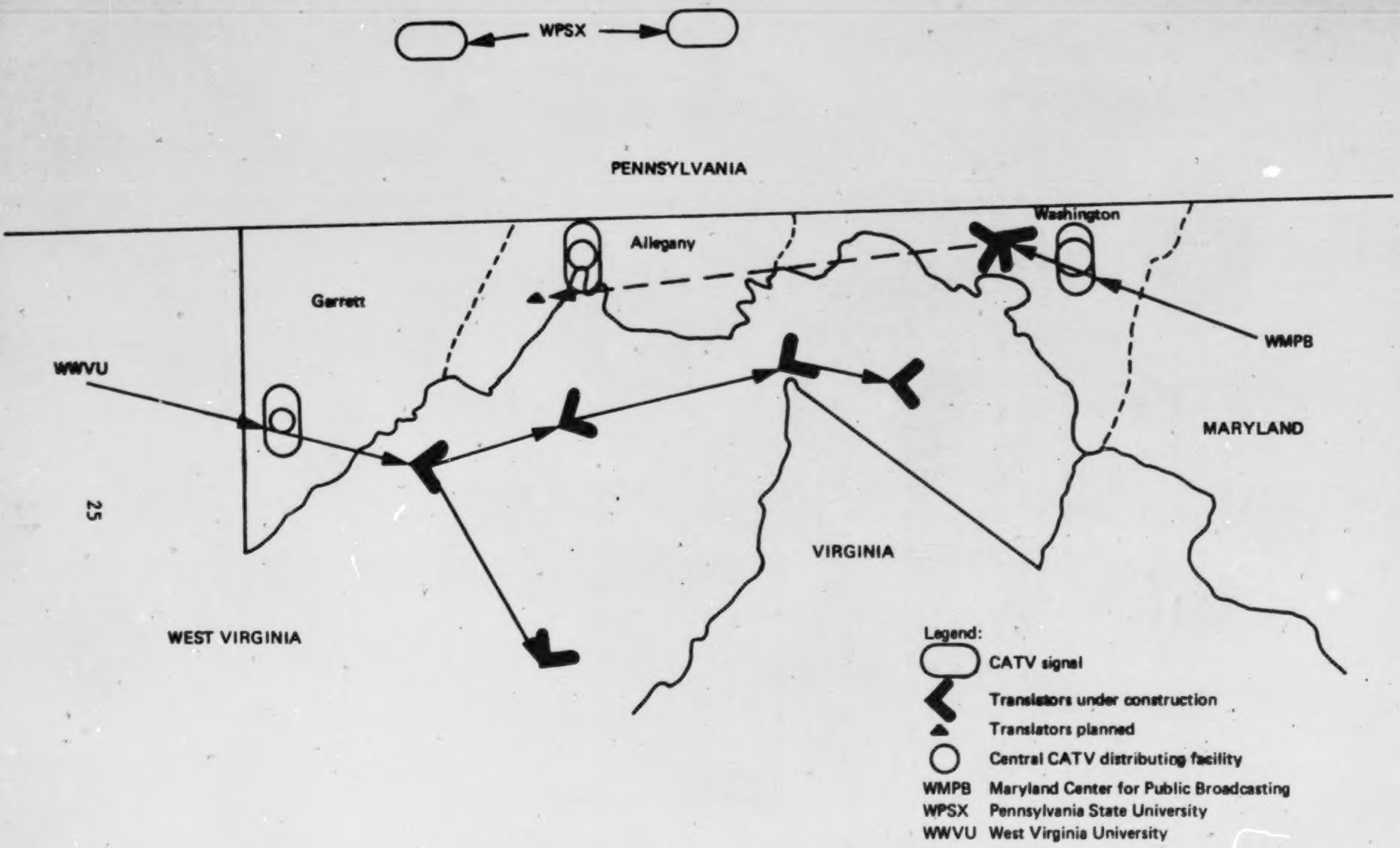
WPSX
PENNSYLVANIA
Washington
Allegany
Garrett
WWVU
WMPB
MARYLAND
VIRGINIA
WEST VIRGINIA
Legend:
CATV signal
Translators under construction
Translators planned
Central CATV distributing facility
WMPB Maryland Center for Public Broadcasting
WPSX Pennsylvania State University
WWVU West Virginia University

FIGURE 3. PUBLIC BROADCAST SERVICE (PBS) SERVING APPALACHIAN MARYLAND AND ADJACENT PENNSYLVANIA AND WEST VIRGINIA*

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*This figure was taken from Hershkowitz and Hawvermale (1973, Figure 3).

The Maryland Center for Public Broadcasting (WMPB) schedules in-school service programming between 7:00 a.m. and 4:00 p.m., and general programming during the remainder of its broadcast time. The Pennsylvania State University (WPSX) and the West Virginia State University (WWVU) both schedule their in-school service programming between 8:30 a.m. and 3:30 p.m., and general programming thereafter.

ATS-F INSERVICE TEACHER TRAINING EXPERIMENT

ARC recently proposed an educational communications experiment in Appalachia to test the use of educational technology in improving classroom teaching skills in selected subjects. Their request for proposal (RFP) (Appalachian Regional Commission, 1973) called for a Resource and Coordinating Center (RCC) to develop and provide an inservice training program via the Applications Technology Satellite (ATS-F) to selected teachers from 15 school systems, three each from five Regional Education Service Agencies. In describing the relationship between the RCC and the RESAs, the RFP (p 2) further states:

> The RCC will receive and transmit TV programming, supplementary print material, and computer-based program information in Elementary Reading Education and Career Education (K-12) to teachers at RESA sites and local schools. ...RCC-RESA communications will involve mainly transmission of TV programming (live and pre-recorded), two-way voice communications for a seminar course and access to the RCC computer for teachers to obtain information in their development of instructional units.

The general educational objectives of this experiment are:

- Expand the delivery capability of inservice training programs in elementary reading and in career education to larger numbers of rural teachers

- Design and implement career courses that will prepare rural Appalachian teachers to be more effective in persuading graduates to take advantage of appropriate post-secondary opportunities

- Design and implement primary inservice reading improvement courses that will prepare rural Appalachian teachers to be more effective in cultivating individual student reading skills

- Demonstrate the feasibility of providing teachers on the local level with the necessary comprehensive inservice education to improve classroom techniques

- Demonstrate the feasibility of directly involving teachers and administrators on the local level in the development of curriculum in Career Education (K-12) and Primary Reading Education for local implementation

- Utilize and improve the effectiveness of Appalachian RESAs for delivering quality education programs through communication systems

- Generate information for the design of future large-scale resource sharing arrangements that cut across local and state boundaries utilizing high-power satellites and other communications forms for the delivery of various educational services in remote locations.

Although the ARC plan is to remove all the hardware associated with the experiment at its completion, so that they cannot be considered as locally available resources for the community ETV system, the operational experience will be invaluable. RESA will have had several years of experience in administering a telecommunications program, teachers will have accepted ETV as an integral part of their continuing inservice training program, the local school systems will have had the experience of coordinating teacher training at the regional level, RESA will have established credit granting relationships with the local college for regional teacher training, considerable ETV programming will be in RESA's teacher training library.

PROGRAM PRODUCTION CAPABILITY

The production of ETV programming is a function of both the physical facility and the staff ability to prepare quality ETV material. Appalachain Maryland already has sufficient facilities and staff ability to form the kernel of the community ETV system. The existing physical facilities or "hardware" are as follows:

- Washington County Public Schools ITV facility
    - Four television studios (2-25'x35' and 2-40'x40')
    - Ten "professional" vidicon cameras with viewfinders
    - Two Sony industrial remote cameras
    - Twelve tripod dollies
    - Twenty-four lens (eight zoom lens and four turret-mounted configurations of four lenses each from 1/2 to 6 in.) plus four closeup adapters for the zoom lenses

  - Thirteen microphones (three are boom adaptable)
  - Twenty video monitors
  - Four sets of studio lighting equipment
  - Ten remote controls for the cameras
  - Ten video and waveform monitors for cameras and line
  - Five video switchers
  - Four turntables
  - Five audio consoles
  - Two sync generators
  - Six transmitters (rented from Chesapeake & Potomac Telephone Company)
  - Nine video tape recorders (5-2" VTRs, 3-1/2" VTRs, 1-1" VTR)
  - One color bar generator.

- Allegany Community College television facility
  - Two "professional" vidicon cameras with viewfinders
  - One Sony Video Rover and one film chain camera of industrial quality
  - Two tripod dollies
  - Seven lenses (three zoom lens and four standard lenses) plus two closeup adapters for the zoom lenses
  - Ten microphones (one is boom adaptable)
  - Three video monitors
  - One remote control for the cameras
  - Three video tape recorders (1/2" VTR)
  - One video cassette recorder (3/4" VCR)

- Frostburg State College television facility
  - Ten "professional" vidicon cameras with view finders
  - Six Sony industrial "port-a-pack" cameras
  - Four tripod dollies
  - Sixteen zoom lens, but no closeup adapters
  - Numerous microphones of varying sizes, none are boom adapted
  - One video monitor
  - One video switcher
  - One audio console
  - One sync generator
  - Ten 1/2" video tape recorders.
- Potomac Valley Television Company television facility
  - One television studio (18'x18')
  - Five "professional" vidicon cameras with viewfinders
  - One Panasonic portable camera
  - Three tripod dollies
  - Nine lens (three zoom lens and six lens varying from wide-angle to closeup) plus one closeup adapter for the zoom lens
  - Twelve microphones, none are boom adapted
  - Twenty-four video monitors
  - Three sets of studio lighting equipment
  - Two remote controls for the cameras
  - Three video and waveform monitors for cameras and line
  - Two video switchers
  - One turntable

- Two audio consoles
- Six sync generators
- Two transmitters
- Two video tape recorders (1-1/2" VTR and 1-1" VTR)
- Three video casette recorders (3/4" VCR--one playback only)
- One color bar generator
- One mobile cablecasting facility (truck with three camera capacity, including direct audio or video tape recorders).

The ability to prepare material for television production, or the "software" capability, is of two varieties: inhouse staff, and professional production companies and libraries. Appalachian Maryland has the former and is aware of sources of the latter. The inhouse staffs associated with the several regional television facilities can support the following organizational structure:

- Instructional supervision staff
- Teaching staff
- Production staff
- Engineering staff
- Film crew
- Art staff
- Clerical staff.

The universe of program producers can be identified through the Television Handbook and the professional associations, societies and other groups (Television Digest, Inc., 1972, pp 947 bff, pp 898-bff and pp 334-a through 342-b). The following list contains the major ETV producers and sources:

- Applied Management Science, Minnesota
- Association Sterling Films, New York
- Education Systems & Designs, Inc., Connecticut
- Great Plains National ITV Library, Nebraska

- Indiana University Audio-Visual Center, Indiana
- Maryland Center for Public Broadcasting, Maryland
- NET Distribution, Michigan
- Public Television Library, Indiana
- Time-Life Films, New York
- University of Maryland Television Studio, Maryland
- WETA, Washington, D.C.
- WVIZ-TV, Ohio
- WWVU-TV, West Virginia.

A summary of the available television facilities and equipment clearly indicate that Appalachian Maryland has the "hardware" capability for implementing the production and distribution portion of a community ETV system. Furthermore, the nucleus of a "software" or programming development and production staff exists, and commitments from public school systems, institutions of higher education and cable companies to further develop their staffs promises the potential for truly local programming origination in response to regional needs. The availability of prepared programming, including films and video tapes and cassettes, can, through careful selection, augment the initial efforts of the community ETV system.

Note: The Division of Instructional Television of the Maryland State Department of Education was inadvertently ommitted from the above list of major ETV producers and sources.

The importance of this unit is evident in light of Senate Bill 411 of the 1969-70 session of the legislature.

"The State Board of Education shall have the sole responsibility for and control over the preparation, content and programming of all educational television and radio programs used to supplement primary, secondary and adult education curricula in the public schools of this State and shall have priority as to scheduling of television and radio programs during school hours. The State Board of Education shall annually prepare a budget request to provide the funds and positions required to fulfill this responsibility."

The Division of Instructional Television has completed five years on the air and has experienced rapid growth. Series telecast now number 43, school systems receiving DIV services total 20, and 20 ITV curriculum committees are now in operation.

IV. STRUCTURE FOR A COMMUNITY ETV SYSTEM

The distribution, reception and program origination elements of a community ETV system already partially exist in Appalachian Maryland. To convert these resources into a viable ETV delivery system it is necessary to design a management structure to control the programming and distribution, and a signal interconnect structure to bond together the elements. We would recommend a system in which each county would have an ETV center which would be responsive to the unique needs of that county, both technically and in program content. These centers would be interconnected with transmit and receive capability so that a program of regional interest could be originated at any one of the three centers and distributed to the other two. Within this basic concept, a video communication structure will be discussed below. In order that each of these local centers have equivalent capabilities cost estimates are presented from which it is possible to generate systems similar to that of the Washington County Public Schools television facility.

COMMUNITY PROGRAMMING RESOURCES

In catering to the needs of the identified client groups, a wide range of programming will be required. Sources of such programming would be:

- Public Broadcast Service
- Existing video tape libraries
- Locally originated video tape materials
- Live origination.

The Public Broadcast Service offers high quality programs on a variety of topics: instructional television for public schools, inservice training for teachers, business and industry courses, consumer education

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and cultural affairs. However, the program content and schedule are fixed and cannot be altered for local or regional considerations. Certainly, PBS would furnish a significant portion of the regional network programming resource.

Existing video tape libraries would provide schedule flexibility to a regional network in that specific programs could be offered at times specified by a client group. The businessman who could not take the time to participate in a PBS broadcast of a business course during working hours could request the video tape to be reshown in the evening hours.

Locally, video tapes could be made of PBS broadcasts for those programs not available from existing video tape libraries. Similarly, video tapes could be made of studio productions and local events for later transmission.

Live origination by the three county centers would allow the tailoring of programs to local and regional needs. Each center should have the studio and production capability to prepare local programming and to distribute the programs according to the viewing habits and needs of its community.

SIGNAL DISTRIBUTION NETWORK

Signals acquired by the three county ETV centers could be distributed throughout the local area by means of broadcast, by cable or by a combination of the two methods. Cable distribution would limit the potential audience to cable subscribers. Broadcast on commercial frequencies would require expensive facilities and could conflict with existing commercial stations. However, Instructional Television Fixed Service (ITFS) offers a broadcast capability at each of the three county centers that is relatively inexpensive. ITFS would further provide four channel capability and the potential for two-way video communication.

The disadvantages of ITFS are twofold. First, the allowable power output from the transmitters is low and limits the reception range to 20-25 mile radius from the transmitter. Second, the reception of the ITFS signal requires a down-converter to transform the signal to one usable by a standard television receiver. ITFS transmission from each county center would cover about 90 percent of each county's area and the bulk of each county's population. Figure 4 displays one coverage pattern for the region. This coverage is predicated on a 20-mile radius coverage without terrain interference. Pattern modifications due to terrain would have to be determined by a detailed engineering study.

The signal interconnect portion of the network would be the means of exchanging signals between the three county ETV centers. The interconnect would allow one center to feed the other two, all three centers to carry a common PBS broadcast or any combination of the three centers to form a video communication net. The interconnect could be accomplished by leased land lines or by microwave relay of the signals from the centers.

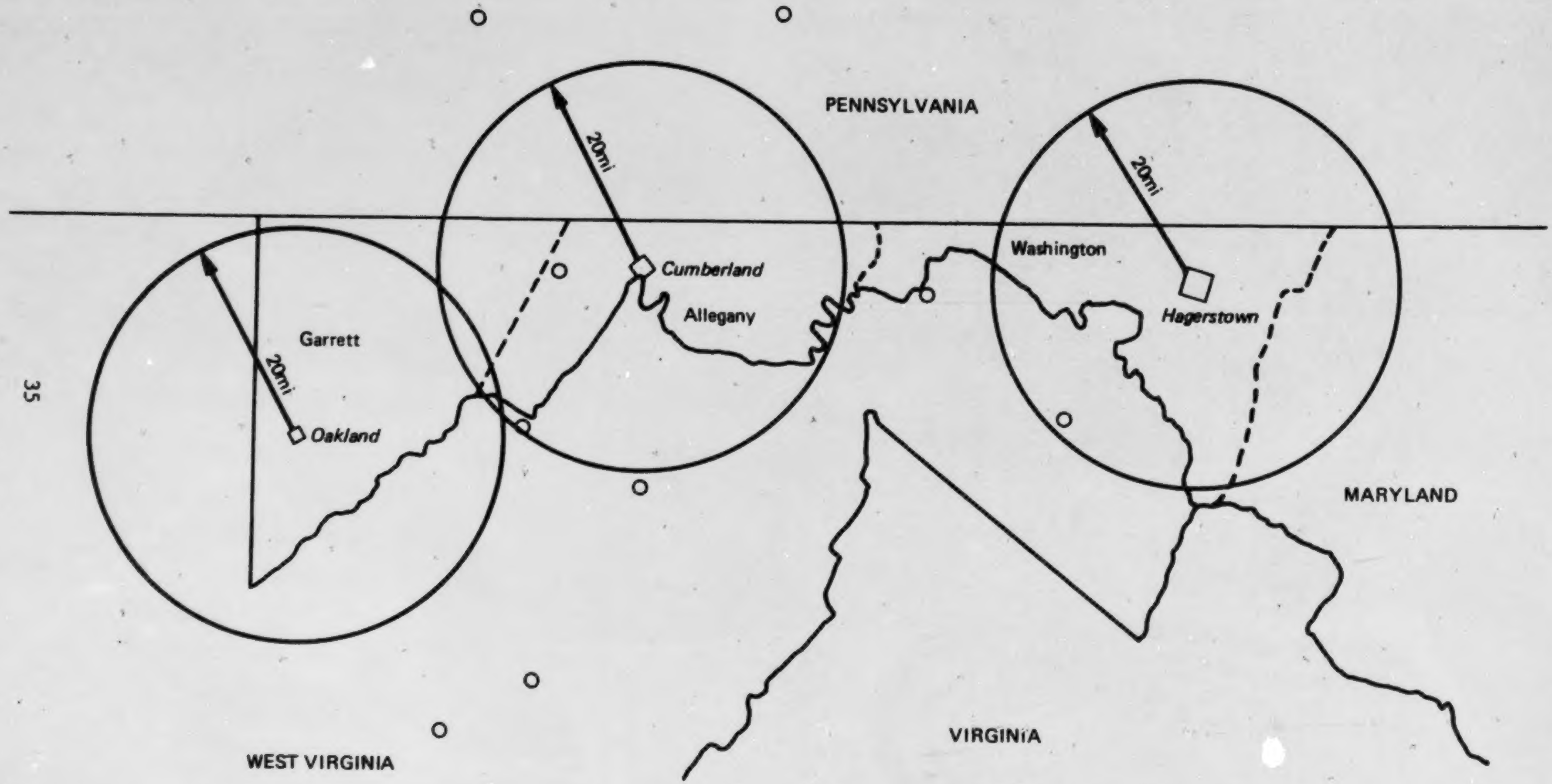
PENNSYLVANIA
20mi
20mi
Cumberland
Washington
Allegany
Hagerstown
Garrett
20mi
Oakland
MARYLAND
VIRGINIA
WEST VIRGINIA

FIGURE 4. A POSSIBLE REGIONAL INSTRUCTIONAL TELEVISION FIXED SERVICE (ITFS) TRANSMISSION COVERAGE PATTERN

An examination of rough cost figures indicates that microwave relay would be more economical. ITFS does have the capability of remote relay or repeater operation. The basic area coverage diagram (see Figure 4) indicates that a minimum of one relay would be required between Hagerstown and Cumberland. Terrain considerations of a detailed engineering study would probably indicate two relays between Hagerstown and Cumberland and, perhaps, one relay between Cumberland and Oakland. Even then preliminary cost estimates indicate a more economical interconnect than leased land lines. Each center would have to be equipped with appropriate patch panels to accomplish interconnect nets. ITFS, with its four channel capability, would provide the flexibility for signal interconnects as well as signal distribution.

With an ITFS broadcast from each county center, clientele groups would need special down-converters to receive and display the signal. While not expensive compared with other pieces of video equipment, the cost of down-converters would probably prohibit the average home owner from installing his individual converter. However, each local cable company could provide ITFS to their subscribers by down-converting the ITFS at their cable head end and distributing the signal on standard cable channels. In addition, major public installations such as schools, colleges, police departments, fire halls, hospitals and town halls could be equipped with down-converters and thereby receive and display the ITFS signals directly. Business and industrial concerns would have the option of installing down-converters or utilizing equipped public installations for participating in ETV programs.

SUGGESTED SYSTEM STRUCTURE

The community ETV system should be governed by a central agency initially either in or under the direction of RESA. It is not necessary for this ETV agency to maintain studios and production staff and equipment duplicating those in the local centers, but, rather, the agency should govern policy and regional programming-scheduling. In this capacity the county centers would control local program production and scheduling, while the agency would control the interconnect system or regional network. Thus, the agency would be responsible for administering the network, obtaining and managing funds, overseeing regional requirements for programming, production and scheduling, and legal matters involving the system.

The system suggested by this study is summarized as follows:

- Establish three county ETV centers, one each in Hagerstown for Washington County, Cumberland for Allegany County, and Oakland for Garrett County; detailed siting would depend upon an engineering study

- Equip each county center with a four channel ITFS transmitter and receiver capability with patch panels, video tape recorders and playback units, and equipment to receive and rebroadcast PBS signals on an ITFS frequency

- Provide microwave relays or ITFS repeater stations to interconnect the three county centers

- Equip public institutions in each county with down-converters to receive and display the ITFS signals

- Encourage local cable companies to install down-converters and distribute ITFS programs to their subscribers OR install them at the expense of the community ETV system in return for guaranteed distribution

- Encourage nonpublic clientele groups to install down-converters or to utilize public institutions to participate in ETV programs.

The suggested system cannot be brought into being without some difficulties, primarily of a regulatory nature. The retransmittal of a received signal and the feeding of a commercial cable with an ITFS signal would require approval by the Federal Communications commission. Similarly, the question of local production copyright and "residuals" must be dealt with. It is felt that these difficulties could be overcome.

COSTS ASSOCIATED WITH ESTABLISHING THE SYSTEM

The community ETV system must be supported by two levels of cost: (1) system management costs, (2) system operation costs. The former is a function of the management plan, including staff functions, salaries and office facilities. The latter is a function of the signal distribution subsystem, the signal reception subsystem, and the program production and distribution staff.

The system management should be a centralized function as suggested earlier. The staff size is a function of the need to implement the system either rapidly or slowly, and the availability of donated space within RESA. Obviously these are not questions to be treated lightly, but to be planned for jointly between RESA, the county public school systems, the county governments and any Federal agency involved in the funding arrangements.

The system operation costs are easier to treat directly since they are essentially fixed for a selected configuration and are independent of implementation schedules. Thus, a decision to prepare all public school systems and county governments to receive programming is only a function of implementing the closed-circuit cable concept from a local center without regard for the ability to transmit between centers or the ability to distribute anything more sophisticated than prepackaged video tapes, video cassettes or films. Similarly, the decision to distribute a signal regionally subsumes an existing signal reception subsystem and is only a function of implementing the inter-center signal transmission-reception concept without regard to the ability to distribute anything other than the prepackaged material. The decision to originate both local and regional programming subsumes both the signal reception subsystem and the signal distribution system.

Table 16 presents current costs associated with the units or components of the signal reception subsystem: receivers, installation, signal booster(s), connector cable. With the exception of the connector cable the costs are one-time investments with follow-on maintenance; the two-way connector cable is typically rented from the local telephone company on a monthly basis with maintenance costs in the rental fee; the one-way connector cable is rented under similar provisions from the cable company. Some examples of signal reception subsystems and their costs are as follows:

- Municipal Building, Hospital or Business
  Two receivers in a building ten miles from the local center--$1135 ($625 for black and white) plus $850 per month for two-way capability
- Twenty Room School Building
  Twenty receivers in a school building--$9415 ($4315 for black and white) plus cable rental costs
- Forty Room School Building
  Forty rooms wired with 30 movable receivers, in a school building--$14,410 ($6760 for black and white) plus cable rental costs.

TABLE 16

UNIT COSTS INVOLVED IN PREPARING A SCHOOL OR OTHER MUNICIPAL BUILDING TO RECEIVE TELEVISION PROGRAMMING

Unit	Costs
Standard 25" classroom (movable) receiver (with tax);	
Black and White	$187
Color	442
Install a receiver, including cable from the booster to the receiver, splitter, connector and tax	18
Signal booster for up to 20 receivers	215
Connect the building to a local center through a four-channel, two-way cable (in units of dollars per month per mile)	85

Table 17 persents costs[7] associated with the units or components of the signal distribution subsystem: transmitter, transmitting antenna, receiving antenna, repeater (receiver, transmitter and antenna). These are one-time costs, but do not include production and test equipment, engineering and legal fees, building and construction permits, land survey and cost or rental fee, or facilities. Maintenance costs are estimated at five to ten percent of the total system costs per year.[8] Some examples of setting-up a signal distribution subsystem are as follows:

- Four-Channel ITFS Transmission

  Transmitter: $40,000-48,000; Antenna: $4,000-15,000; Cost of Installation: minimum of $44,000 to a maximum of $63,000.

- Four-Channel ITFS Reception and Distribution

  Antenna: $1,100-1,500; Distribution: $300-1,000; Cost of Installation: minimum of $1,400 to a maximum of $2,500.

- Four-Channel ITFS Repeater Between Centers

  Transmitter: $32,000-40,000; Receiver: $2,000; Antenna: $4,000-10,000; Cost of Installation: minimum of $38,000 to a maximum of $52,000.

- Interconnect CATV with a Four-Channel Community ETV System

  There are two ways: (1) $85 per mile per month for cable rented from the telephone company; (2) $500-1,000 for an ITFS receiver at the cable company to distribute the ETV signal from each of the local centers, plus approximately $5 per month to cablecast signals from the cable company to the nearest local center.

Table 18 presents current estimated times and costs[9] associated with producing, recording and/or transmitting television programming. These are estimated staff requirements to produce, record and/or transmit a selected number of hours of program material; they do not include staff management and administrative functions, which are not linear with size,

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[7] The source of these costs (Browne, 1966) is several years old, but still considered reliable in the industry.

[8] The Washington County Public School ITV facility experiences a $35,000 per year maintenance cost, which is in keeping with this estimate.

[9] These time and cost estimates are based on the Washington County Public Schools ITV facility operating experiences.

TABLE 17

UNIT COSTS INVOLVED IN INSTALLING AN INSTRUCTIONAL TELEVISION FIXED SERVICE (ITFS) FOUR-CHANNEL TRANSMISSION AND RECEPTION SYSTEM*

Transmitting		
Transmitters	$10,000-$12,000	Each Channel
Ant. System	1,000- 15,000	Depending on Tower Height, Number of Channels, Length of Waveguide or Coax, Type of Antenna
Receiving		
2500 mHz Conv, Ant., Tower	$ 1,100-$ 1,500	Depending upon Height of Tower and Size of Dish
Distribution System	300- 1,000	Depending upon number of outlets
Receivers, Stands	150- 300	Each
Repeaters		
Transmitters	$ 8,000-$10,000	Per Channel
Receiving Equipment	1,000- 2,000	Depending upon number of Channels
Ant. System	1,000- 10,000	Depending upon Tower Height, Number of Channels, Type of Antenna

Other Costs not Included

- Production/Origination Equipment
- Test Equipment, Spares
- Engineering Design, Specifications
- Legal Fees
- Building, Construction Permits
- Land, Buildings, Modifications, Power Wiring

Maintenance Costs

5% - 10% of Total System Cost per year

A system now in operation with two channels to 60 schools costs $125,000 not including production equipment, school distribution systems, or receivers.

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*This table was taken from Browne (1966, Table 2).

TABLE 18

TYPICAL STAFF TIMES TO PRODUCE, RECORD OR TRANSMIT SELECTED HOURS OF PROGRAMMING, AND TYPICAL STAFF COSTS

Function	Hours of Programming (hours/week)	Staff Hours
Produce or Record	1	11 people for 8 hours (88 man-hours)
	2	11 people for 16 hours (176 man-hours)
	5	11 people for 40 hours (440 man-hours)
	10	22 people for 40 hours (880 man-hours)
Transmit*	5	2 people for 8 hours (16 man-hours)
	10	2 people for 13 hours (26 man-hours)
	20	2 people for 23 hours (46 man-hours)
	40	3 people for 28 hours (84 man-hours)
	60	3 people for 40 hours (120 man-hours)
Cost	An average salary of $8,000 per year loaded with fringe benefits and overhead is equivalent to a man-year cost of $12,000, which is $6.24/man-hour.	

*Includes set-up and maintenance time.

but are responsive to other criteria. Salary figures include fringe benefits and an overhead rate which is designed to encompass both the management and administrative functions and the building costs. Some examples of costs associated with levels of system output are as follows:

- Transmit Four Channels of Video Tape or Cartridge

  Two hours on each channel consecutively, color or black and white--$40.

- Produce Live Programming

  One hour, color or black and white--$550.

- Transmit One Channel of Live Programming

  One hour, color or black and white--$550.

- Produce and Edit Video Tape or Cartridge

  One hour, color or black and white--$1,100 ($550 for production and $550 for editing).

Initially the community ETV system concept can be implemented utilizing programming from PBS and borrowed, rented or purchased video tapes, cartridges and films. Appendix Item E.1 (National Instructional Television Center, 1973, pp 15-18) presents an example of one source of such prepared material, including their rental policies, procedures and prices. Since the material is highly specific to a particular offering no attempt is made herein to group them into examples of typical costs for selected levels of programming.

V. RECOMMENDATIONS

The ETV system study and findings presented herein support the original belief that a community ETV system can be beneficial to Appalachian Maryland. The study has identified community target populations and their needs, inventoried existing resources in services, facilities and materials, and explored a system structure and associated costs for the system. Based on these data a system is recommended which encompasses the principles of independent county control under regional management to satisfy regional needs.

MANAGEMENT STRUCTURE

The study concludes that the centralized system management should be through a nonprofit corporation similar to, but independent of RESA. However, the Board of Directors of the community ETV system should include the Board of Directors of RESA for continuity of purpose and experience in tri-county community education. The *Central Office*, which should be located very close to RESA for administrative support during the initial formative period, should have the following responsibilities:

- Overall administrative and fiscal management of the regional system
- Engineering and legal support for establishing and expanding the regional system, including individual *Local (County) Centers*
- Obtaining and distributing funds for operating the Central Office and each of the Local Centers
- Oversee, but *not* supervise the administrative and technical management and operation of the Local Centers

- Oversee and coordinate, but *not* supervise the scheduling of programming output by the Local Centers

- Directly supervise the rental, purchase or producation of programming to be presented across the entire region

- Directly supervise the scheduling of programming to be presented across the entire region.

Within the bounds of Central Office management control the study concludes that each county have a Local Center operating in much the same manner as the Washington County ITV facility, albeit autonomously. The Local Centers should connect their county school system, municipal building(s), hospital(s), major businesses and CATV companies servicing the county with a closed-circuit four-channel system. The CATV interconnect would allow PBS programming to be distributed through the closed-circuit system to appropriate target populations, and would allow programming from the Local Center to be distributed via the cable casting network to cable customers. The Local Centers should have the following responsibilities:

- Directly supervise the administrative and technical management and operation, including technical staff, logistics and maintenance

- Directly supervise the scheduling of programming to be presented within the county in response to specific county needs

- Directly supervise the rental, purchase or production of programming to be presented within the county in response to specific county needs

- Support Central Office program production efforts either by accepting direct production assignments or by cooperating with other Local Centers to form a regional production team

- Support Central Office scheduling efforts either by reorganizing local schedules to accommodate regional programming or by video taping the regional program for distribution at the first appropriate available time slot.

Although the Local Center staff are employees of the community ETV system and would report to the Director of Center Operations in much the same way that school building staff report to an Assistant (or Associate) Superintendent for Instruction, they should function in direct support of their county needs as if they were local employees.

FINANCIAL SUPPORT

There is a high probability that RESA can locate and obtain financial support to implement and develop the community ETV system from several federal and state agencies. These agencies include the Appalachian Regional Commission, the National Institute of Education, the Social and Rehabilitation Service, the Health Resources Administration, the Maryland State Department of Education, General and Special Revenue Sharing funds, and other agencies with special interests for supporting some aspect of the system, such as equipment, curriculum and special programming. RESA should begin now to identify these agencies, the extent to which they will support the "hardware," "software" and management of the system, and the technical content of the proposals that must be prepared.

However, financial support from these sources is often limited to a maximum number of years, to a specific aspect of the system or to a cost-sharing arrangement, as well as a variety of odd conditions. Thus, the study recommends that RESA adopt an income producing strategy that will ensure its ability to establish and operate the community ETV system on a continuing basis. The study suggests that the strategy be designed to produce this annual income at two levels--administrative and operational:

- Each county should supply a fixed amount, possibly one-third, of the annual administrative costs for operating the Central Office and the Local Centers, exclusive of signal distribution, signal reception and programming costs

- Each county should supply a variable amount, based upon the number of buildings, persons and/or programs served or some other scheme, to cover the hardware, software and personnel costs involved in signal distribution, signal reception and programming

- As funds become available from federal and state agencies for general and specific purposes, which may duplicate items budgeted for under the annual administrative and operating funds, the Board of Directors should have the option to use these funds to reduce the counties contributions for a given year or to expand the system ahead of schedule

- As the community ETV system expands its signal distribution network into adjacent counties in West Virginia and Pennsylvania the Board of Directors should have a similar fee policy established to cover this service.

OPERATING SYSTEM, WITH COSTS

The study recommends a system consisting of three Local Centers under the direction of the Central Office, one in each of the three Appalachian Maryland counties. Each Local Center would need signal transmission and signal reception capability in order to form the basis of the regional signal distribution network. A four-channel ITFS transmission/reception hardware system is recommended because of its relative cost and versatility (i.e., four one-way audio/video (AV) links, two one-way and one two-way AV links, or two two-way AV links). Because of the limited range of the ITFS system it will probably be necessary to boost the range (amplify the signal) with repeaters. Assuming that the county seats (and population centers) are the most desirable locations for the Local Centers and that terrain considerations limit the signal transmission radius to 20 miles (see Figure 4), the Hagerstown-to-Cumberland interconnect would need two repeaters and the Cumberland-to-Oakland interconnect would need one repeater.

Within each county the study recommends that the Local Center distribute its signal through a combination of ITFS broadcasting and cablecasting. That is, a closed-circuit cable system should be implemented connecting the Local Center to the county school buildings, municipal buildings, hospitals and major businesses through the local cable company, in the same manner as the Washington County Public Schools ITV facility has a closed-circuit ITV system through Antietam Cable Television. For the most part the cable connection can be the standard cablecasting hookup which rents for approximately $5 per month for each connection, although in some remote areas it may be necessary to pay a fixed cable installation fee of approximately $1,000 per mile in addition to the rental fee. In special cases, such as the central office of the school system, hospitals and selected municipal buildings (police and fire headquarters), it may be desirable to have two-way capability; thus, the cable connection would cost $85 per mile per month instead of the $5 per month fee. In some remote areas the cost of cable installation and rental will be excessive so that the installation of an ITFS receiver system (and in some cases an ITFS transmission system) may be feasible; however, this should be avoided whenever possible as the requirements for local maintenance capability may be too sophisticated for the local talent.

An inventory of system preparedness and resources discussed in several places earlier show that the three counties are currently at varied levels of preparedness for implementing a community ETV system. Washington County has the Washington County Public Schools ITV facility which is a closed-circuit, cable-connected system under an agreement with Antietam Cable Television of Hagerstown. Through this facility Antietam Cable Television can distribute up to six externally received signals (including PBS) into the school system and can distribute up to six signals received from the ITV facility to its commercial customers. The system has a moderately sophisticated studio facility for program origination, recording and distribution. Allegany County is not so well prepared to implement a community ETV system. Although all but five school buildings are equipped with commercial cable television they are not connected through a central facility. Each school has the option of selecting any of the signals cablecasted by Potomac Valley Television Company (PVTV) of Cumberland to its commercial customers. Again there is no central studio facility, but Allegany Community College, Frostburg State College and PVTV have sufficient equipment to allow program origination, recording and limited distribution. Garrett County is not at all prepared for a community ETV system. There are no cable-connected schools and, with the exception of some limited recording and distribution equipment, there is no central studio facility. None of the hospitals, municipal buildings or major businesses in any of the three counties are prepared for inclusion into a community ETV system.

Washington County already has the local distribution and studio facilities required by a Local Center. Since Allegany and Garrett Counties do not have such facilities it is necessary to consider a desirable capability for them in terms of programming and signal distribution. Because of the availability of prepared video tapes, video cartridges and films, as well as PBS signals, a typical Local Center capability should plan to distribute this material four hours a day, Monday through Friday, over at least two channels simultaneously (it is possible to distribute over up to four channels simultaneously with the same manpower). The Local Center should also plan to distribute one channel of prepared programming for two hours each on Saturday and Sunday. In addition to the prepared programming the Local Center should ultimately originate and distribute one hour of live programming and one hour of taped and edited programming five days per week. From Table 18 such a level of effort calls for 1,429 technical man-hours per week (i.e., 77 man-hours to distribute prepared programming and 1,320 man-hours to originate and distribute the live and edited programming). Because much of the programming will be directed toward the public schools this level of effort will be required for 40 weeks. For the remaining 12 weeks the Local Center should consider about one-half the effort or 715 technical man-hours. Thus, allowing for vacations during 12 summer weeks, a technical staff of 36 persons should suffice, or $432,000 per year from Table 18 for a Local Center to reach its desirable level of output. Allowing an additional 15 percent for local supervision and administration the typical Local Center staff budget should then be $496,800.

The cost of establishing a Local Center is the same for each county:

Transmission	--	$44,000 to 63,000
Reception	--	1,400 to 2,500
Local Center	--	$45,400 to 65,500

The cost of establishing the interconnecting three Local Centers is:

Three Local Centers	-- $136,200 to 196,500
Three Repeaters	-- 114,000 to 156,000
Regional ETV Interconnect	-- $250,200 to 352,500

The cost of establishing a distribution network within a county from its Local Center is a function of its level of preparedness. Washington County only needs to cable-connect its hospitals, municipal buildings and major businesses to complete its Local Center distribution network. Assume that 30 miles of two-way cable (at $85 per mile per month) will connect the hospitals and municipal buildings and five commercial connections (at $5 per month) will connect the major businesses, then $12,485 to install receivers ($6,875 for black and white) plus $2,575 per month in addition to its current budget will complete the system. Allegany County needs to cable-connect five schools, its hospitals, municipal buildings and major businesses to complete its Local Center distribution network. In addition, it will be necessary to interconnect the Center to the cable companies and microwave distribution company. Assume that 50 miles of cable will have to be installed to commercially connect the five schools, 20 miles of two-way cable will connect the hospital, municipal buildings and Local Center to the cable companies, and two commercial connections will connect the major businesses, then $51,615 to install receivers ($24,075 for black and white), $50,000 to install commercial cable and $1,735 per month in addition to its current budget will complete the system. Garrett County is completely unprepared for the regional ETV system. Six schools are sufficiently near Better Vision Systems, Inc., to be commercially cable-connected, while five schools are remote enough to need the cable installed. Assume that 50 miles of cable will have to be installed to commercially connect the five remote schools, 15 miles of two-way cable will connect the hospital, municipal building and Local Center to the cable company, and one commercial connection will connect the major business, then $111,965 to install receivers ($51,785 for black and white), $50,000 to install commercial cable and $1,335 per month will complete the system.

Table 19 summarizes the cost figures presented above. Note that these figures do not include equipment. By placing Washington County's Local Center at the Washington County Public School ITV facility and Allegany County's Local Center at the Allegany Community College television facility (supported by the Frostburg State College and the Potomac Valley Television Company television facilities), both Local Centers have sufficient production and signal distribution equipment to be fully operational. The Garrett County Local Center should be located at the Garrett County Public Schools, but until equipment can be purchased the Center can use Allegany County's Local Center production equipment and Better Vision Systems, Inc., signal distribution equipment to accomplish its mission. Although two-way cable was recommended between the Local Centers and hospitals and municipal buildings, no audio or video equipment was budgeted for them. Initially audio talk-back equipment can be installed, hospitals can obtain video equipment for hospital-to-hospital communication at a later date.

TABLE 19

SUMMARY OF COSTS TO INSTALL A COMMUNITY ETV SYSTEM, INCLUDING LOCAL CENTERS AND AN INTRA/INTER-COUNTY SIGNAL DISTRIBUTION NETWORK

Cost Items	Local Centers			Regional Total
	Allegany	Garrett	Washington	
Current budget, to be incorporated into ETV system	Yes	No	Yes	Yes
Install receivers to complete reception system:				
Color	$ 51,615	$111,965	$12,485	$176,065
(Black and White)	(24,075)	(51,785)	(6,875)	(82,735)
Install commercial cable from local CATV	50,000	50,000	—	100,000
Annual fee for commercial and two-way cable	20,820	16,020	31,500	68,340
Local Center staff salaries (loaded)	496,800	496,800	---*	993,600*
Transmission equipment at Local Centers:				
Maximum	63,000	63,000	63,000	189,000
(Minimum)	(44,000)	(44,000)	(44,000)	(132,000)
Reception equipment at Local Center:				
Maximum	2,500	2,500	2,500	7,500
(Minimum)	(1,400)	(1,400)	(1,400)	(4,200)
Repeaters (signal boosters) between Local Centers:				
Maximum	---	---	---	156,000
(Minimum)	(---)	(---)	(---)	(114,000)
Annual maintenance costs (10 percent of system costs)†				
Maximum	11,712	17,747	7,799	52,857
(Minimum)	(6,948)	(9,719)	(5,228)	(33,294)
Initial installation costs:				
Maximum	$167,115	$227,465	$77,985	$628,565
(Minimum)	(119,475)	(147,185)	(52,275)	(432,935)
Annual operating costs:§				
Maximum	529,332	530,567	39,299	1,114,797
(Minimum)	(524,568)	(522,539)	(36,728)	(1,095,234)

*Washington County Board of Education ITV facility currently has a larger staff than the estimated typical 36 technical persons (plus maintenance). By revising their work load this staff could accommodate the estimated typical Local Center output, therefore, no increase in staff salaries is recommended for the initial implementation period.

†Annual maintenance costs do not include current maintenance budgets which should be incorporated into the community ETV system operating budget.

§Annual operating costs do not include current operating budgets which should be incorporated into the community ETV system operating budget.

The data presented in Table 19 represent three fully staffed and operational Local Centers, which are not necessary to implement the community ETV system concept, but which do represent a realistic cost of an ultimate system. The minimum feasible community ETV system would consist of the current Washington County Public Schools ETV facility plus sufficient manpower at the Allegany and Garrett County Local Centers to redistribute signals from the Washington County Local Center and their own cable company interconnect. The staff requirements for the Allegany and Garrett County Local Centers would consist of two fulltime technical persons for the normal workweek and one fulltime equivalent person for evenings and weekends. Thus, each center would need an annual staff budget of $41,400, including local supervision and administration. A summary of annual operating costs for a minimum feasible community ETV system follows:

- Allegany County Local Center

$20,820	-	cable rental fee
41,400	-	staff salary
11,712	-	maximum maintenance cost
(6,948)	-	(minimum maintenance cost)
$73,932	-	maximum annual operating cost
(69,168)	-	(minimum annual operating cost)

- Garrett County Local Center

$16,020	-	cable rental fee
41,400	-	staff salary
17,747	-	maximum maintenance cost
(9,719)	-	(minimum maintenance cost)
$75,167	-	maximum annual operating cost
(67,139)	-	(minimum annual operating cost)

- Washington County Local Center

  No change from Table 19

- Community ETV System

$188,398	-	maximum annual operating cost
(173,035)	-	(minimum annual operating cost).

PROGRAMMING

In the suggested system described above one of the key elements would be the capability of program origination. As previously stated Public Broadcasting Service (PBS) offers a variety of high quality programming of a relatively fixed content and on a relatively rigid schedule. PBS would provide a program base for such a community ETV system.

To respond to local and regional needs, programs need to be developed locally that would personalize content by utilizing local situations, places and people to illustrate or narrate the educational content of the programs. Programming should be flexible in scheduling to respond to locally developing situations such as important County Commissioner's meetings on land use or a City Council meeting on zoning. This kind of flexibility is inherent in the suggested regional system. The three Local Centers would give each county the technical capability to originate, produce and distribute such local programming through film, video tape, video cartridge or live transmission. Local programming capability should be developed by each Local Center at its own pace, as determined by that county's need and the available funding. With signal interconnect between Local Centers, the more advanced Local Centers could feed the others with material which would be more meaningful locally or regionally than PBS programs.

This study has investigated the special programming needs of specific target populations and the general public of Appalachian Maryland:

- Public School Students. Table 6 displays the prime goals for public education as determined by a cross-section of Appalachian Maryland secondary school students, educators, parents, business/industry, the general public and others. A hierarchy among the goals is recommended by a select group of regional educators.

- Disadvantaged Families. Table 14 displays 11 specific interests rated as "Most Important" by those families defined to be "disadvantaged," which indicate that anything to do with the family's health, education and welfare will generate sufficient viewer interest. Table 15 displays nine specific interests rated as "Least Important" by the same group. Table 9 displays their viewing habits as a guide to scheduling.

- Continuing Education and Technical Training. Appendix Item D.1 lists the education and training needs of public school educators. The subsection entitled "Health Service Groups" explores those areas suitable to ETV which need attention, and some current health communication experiments. Appendix Item D.2 lists PBS courses designed for business/industry groups. Appendix Items D.3 through D.6 contain the needs of public service groups (police and fire departments).

- General Public. Appendix Item D.7 presents an example of Maryland's community outreach program distributed over WMPB and WCPB.

The study recommends that those items deemed most important by each group, from the lists contained herein, be selected as an immediate target for programming distribution. Where such programming already exists (see Appendix Item E.1, for example) they be scheduled as soon as possible, where such programming does not exist the system's production units should schedule them before any other areas. Some care should be given at this point to differentiate between items of general community interest and items specific to a county, with emphasis initially given to regional interests to conserve initial ETV efforts.

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APPENDIX A

SELECTED APPALACHIAN MARYLAND DATA FROM THE MARYLAND STATE DEPARTMENT OF EDUCATION GOALS VALIDATION AND NEEDS ASSESSMENT STUDY

TABLE A.1

MEAN IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS

Goals	Students		School Staff		Central Staff		Parents		Board of Education		Business/ Industry		General Public		Elected & Appointed Officials	
	Total (n)	Mean (x̄)	Total (n)	Mean (x̄)	Total (n)	Mean (x̄)	Total (n)	Mean (x̄)	Total (n)	Mean (x̄)	Total (n)	Mean (x̄)	Total (n)	Mean (x̄)	Total (n)	Mean (x̄)
Ability to arrive at independent decisions.	279	4.6	124	4.6	29	4.9	94	4.6	6	4.7	40	4.4	106	4.7	4	4.5
Understanding of how members of a family function under different family patterns.	267	3.6	119	3.8	29	3.8	95	4.0	6	3.5	39	3.0	108	3.9	4	4.0
Knowledge of language concepts.	272	3.5	119	4.2	30	4.1	92	3.6	6	3.3	39	3.2	105	3.5	4	3.2
Knowledge of social studies concepts.	276	3.6	122	3.9	30	3.9	94	3.7	6	3.5	39	3.5	110	3.8	4	3.2
Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).	279	4.6	125	4.4	30	4.3	97	4.6	6	4.7	39	4.2	114	4.7	4	3.2
Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice.	273	4.3	123	4.0	30	3.5	93	4.3	6	4.2	38	4.0	111	4.5	4	3.5
Knowledge of environmental sciences.	275	3.9	123	3.9	30	4.3	95	3.9	6	3.7	38	3.4	110	3.9	4	3.0
Knowledge of mathematical concepts.	277	4.2	123	4.0	30	3.7	97	4.1	6	3.8	40	4.0	112	4.1	4	3.8
Concern for the use and abuse of environmental resources.	276	4.3	124	4.4	30	4.4	96	4.2	6	4.2	39	3.7	109	4.2	4	3.8
Development of self-respect.	283	4.6	123	4.8	30	4.7	98	4.7	6	4.8	40	4.6	112	4.8	4	4.8
Ability to use leisure time in constructive activities.	276	3.9	124	4.1	30	4.2	96	4.0	6	4.2	39	3.8	111	4.2	4	4.2
Ability to use leisure time in a personally satisfying manner.	274	3.9	123	4.0	30	4.2	96	4.0	6	3.8	39	3.2	111	4.0	4	4.0
Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).	255	3.7	120	3.9	27	4.3	84	3.9	6	3.3	33	3.6	101	3.9	4	4.2
Ability to apply knowledge and skills to the solution of real life problems.	274	4.5	124	4.6	30	4.6	98	4.5	6	4.8	39	4.5	110	4.5	4	4.2
Knowledge of scientific concepts.	266	3.4	122	3.7	29	3.8	91	3.6	6	3.3	36	3.4	103	3.6	4	3.5

TABLE A.1 (Cont)

Skills required for employment in their selected occupations by students planning to enter the job market.	271	4.5	119	4.4	30	4.4	97	4.5	6	4.5	40	4.2	114	4.6	4	4.5
Knowledge of varied resources for independent study.	259	3.8	118	3.8	30	4.1	90	3.8	6	3.7	35	3.5	102	3.8	4	3.0
Mastery of reading skills.	277	4.5	123	4.9	30	4.5	97	4.7	6	4.7	40	4.6	113	4.7	4	4.5
Knowledge of child development and skill in child care.	268	3.9	121	3.9	30	4.0	90	4.0	5	3.8	40	3.2	112	4.1	4	2.8
Skills for managing personal and family finances.	274	4.2	123	4.1	30	4.2	95	4.4	6	4.2	40	4.1	114	4.4	4	3.2
Development of desire for continued learning.	271	4.2	124	4.1	30	4.2	97	4.4	6	3.8	40	4.2	111	4.4	4	3.5
Mastery of computational skills.	247	3.5	121	3.8	30	3.7	90	3.5	6	3.2	34	3.4	105	3.6	4	3.2
Knowledge of fine arts concepts.	259	2.9	122	3.1	29	3.4	86	2.9	6	2.8	36	2.8	105	3.0	4	2.5
Ability to understand the pros and cons of issues.	268	4.1	118	4.1	30	4.4	95	4.1	6	3.7	39	4.2	110	4.2	4	4.2
Ability to practice sound personal health habits.	269	4.3	123	4.7	30	4.5	95	4.5	6	4.7	40	4.1	111	4.6	4	3.8
Understanding of and concern for problems of society (such as community improvements, crime prevention).	277	4.4	123	4.3	30	4.4	95	4.3	6	3.5	40	3.9	111	4.4	4	3.2
Mastery of mechanical skills of writing.	271	3.6	122	3.8	30	3.5	91	3.5	6	3.5	40	3.8	108	3.6	4	4.0
Mastery of skills in listening to comprehend the ideas of others.	273	4.1	122	4.4	29	4.2	70	4.2	6	4.2	40	4.1	111	4.4	4	4.0
Knowledge of personal, physical and mental health.	275	4.5	123	4.4	29	4.3	94	4.2	6	4.2	40	3.8	111	4.5	4	3.0
Ability to develop a personal value system.	259	4.2	124	4.4	29	4.5	96	4.3	6	3.5	36	3.9	109	4.3	4	3.5
Development of concern for others.	274	4.4	125	4.6	29	4.7	97	4.4	6	3.8	40	4.1	113	4.5	4	4.0
Ability to effectively plan the use of time.	266	4.0	122	4.3	29	4.1	93	4.3	6	4.2	40	4.0	110	4.4	4	3.5
Ability to study independently.	276	4.3	122	4.3	29	4.3	97	4.3	6	4.2	37	3.9	109	4.4	4	4.2
Knowledge of job requirements of major occupational fields.	271	4.3	119	4.0	29	4.0	95	4.2	6	2.8	39	3.7	111	4.3	4	4.2
Mastery of skills in oral expression.	263	4.0	124	4.1	29	4.1	96	4.2	6	3.5	39	4.0	109	3.9	4	3.8
Mastery of skills in the written expression of one's view and those of others.	268	3.9	123	4.0	29	3.8	94	4.1	6	3.5	40	3.7	108	3.9	4	3.8
Knowledge of the educational preparation required for major occupational field.	265	4.3	119	4.1	29	3.8	94	4.2	6	2.8	39	3.9	104	4.4	4	4.0

TABLE A.2

MEAN PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS

Goals	Students		School Staff		Central Staff		Parents		Board of Education		Business/ Industry		General Public		Elected & Appointed Officials	
	Total (n)	Mean ($\bar{x}$)	Total (n)	Mean ($\bar{x}$)	Total (n)	Mean ($\bar{x}$)	Total (n)	Mean ($\bar{x}$)	Total (n)	Mean ($\bar{x}$)	Total (n)	Mean ($\bar{x}$)	Total (n)	Mean ($\bar{x}$)	Total (n)	Mean ($\bar{x}$)
Ability to arrive at independent decisions.	258	3.5	117	3.1	25	3.2	82	3.2	5	2.8	36	2.9	81	3.3	4	3.0
Understanding of how members of a family function under different family patterns.	242	2.8	106	2.9	25	2.6	77	2.9	5	2.2	29	2.7	71	3.0	3	3.0
Knowledge of language concepts.	255	3.3	113	2.9	25	3.0	79	2.8	5	2.4	34	2.2	70	2.9	4	3.0
Knowledge of social studies concepts.	254	3.5	111	3.0	24	3.1	86	3.1	5	2.8	33	2.8	81	3.2	4	3.0
Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).	259	3.7	114	2.8	25	2.8	82	3.3	5	3.4	36	2.8	82	3.3	4	2.8
Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice.	238	3.6	108	3.0	25	3.5	79	3.4	6	3.7	34	3.2	78	3.2	3	3.3
Knowledge of environmental sciences.	250	3.3	111	2.9	24	2.8	81	3.0	4	2.5	36	2.9	72	3.1	4	3.0
Knowledge of mathematical concepts.	258	3.9	113	3.2	23	3.2	86	3.4	5	3.2	37	2.8	87	3.5	3	3.7
Concern for the use and abuse of environmental resources.	257	3.4	114	2.9	25	2.8	81	3.2	5	2.6	38	2.9	76	3.3	3	2.7
Development of self-respect.	256	3.6	112	2.9	26	3.0	82	3.2	5	2.4	38	2.6	83	3.2	4	3.0
Ability to use leisure time in constructive activities.	253	3.1	110	2.7	27	2.2	81	2.7	5	2.4	35	2.1	80	2.7	3	2.3
Ability to use leisure time in a personally satisfying manner.	252	3.2	107	2.7	25	2.4	80	2.9	5	2.8	30	2.5	80	2.8	3	2.3
Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).	231	2.9	104	2.6	23	2.7	73	2.6	4	2.2	29	2.4	64	2.7	3	2.3
Ability to apply knowledge and skills to the solution of real life problems.	246	3.5	116	2.8	27	2.9	77	3.0	5	2.2	36	2.3	80	3.0	4	2.5
Knowledge of scientific concepts.	248	3.3	110	3.0	23	3.2	79	3.0	5	2.6	34	2.5	76	3.2	3	3.3

TABLE A.2 (Cont)

Skills required for employment in their selected occupations by students planning to enter the job market.	245	3.6	109	2.8	27	2.6	79	3.1	5	2.6	37	2.7	80	3.3	4	3.0
Knowledge of varied resources for independent study.	236	3.1	107	2.6	26	2.6	72	3.1	6	2.5	30	2.6	73	2.9	3	2.7
Mastery of reading skills.	262	3.7	119	3.1	28	2.9	87	3.3	6	2.7	38	2.6	88	3.3	4	3.0
Knowledge of child development and skill in child care.	248	3.0	111	2.8	25	2.6	67	3.0	5	2.2	30	2.5	75	3.0	3	2.7
Skills for managing personal and family finances.	244	3.0	108	2.6	26	2.5	72	3.0	6	1.8	34	2.3	74	3.2	4	2.8
Development of desire for continued learning.	245	3.4	113	2.8	28	2.8	83	3.1	6	2.3	36	2.6	82	3.2	4	2.8
Mastery of computational skills.	216	3.0	109	2.9	25	3.1	66	2.8	5	2.6	30	2.6	72	2.9	4	3.0
Knowledge of fine arts concepts.	242	2.7	109	3.6	25	2.8	67	2.8	5	2.4	29	2.4	68	2.5	4	2.5
Ability to understand the pros and cons of issues.	240	3.3	109	2.9	28	2.9	77	3.0	6	2.0	36	2.6	74	3.2	4	2.8
Ability to practice sound personal health habits.	251	3.6	116	3.2	27	3.2	80	3.4	6	2.5	38	3.0	83	3.6	4	2.8
Understanding of and concern for problems of society (such as community improvements, crime prevention).	256	3.3	116	2.9	28	3.0	78	2.9	6	2.8	36	2.9	75	3.2	4	3.2
Mastery of mechanical skills of writing.	248	3.2	114	2.8	25	3.0	79	2.8	6	2.3	36	2.6	78	3.0	4	3.5
Mastery of skills in listening to comprehend the ideas of others.	249	3 4	116	2.8	25	3.0	60	2.8	6	2.7	37	2.7	82	3.0	4	2.8
Knowledge of personal, physical and mental health.	257	3.7	115	3.0	28	3.0	77	3.2	6	2.5	38	2.9	80	3.5	4	2.8
Ability to develop a personal value system.	238	3.3	113	2.7	29	2.9	73	3.2	5	2.4	34	2.5	70	3.3	4	3.2
Development of concern for others.	255	3.4	115	2.8	28	3.4	83	2.9	5	2.2	36	2.7	80	3.2	4	2.5
Ability to effectively plan the use of time.	249	3.2	116	2.7	28	2.9	80	2.8	5	2.2	37	2.4	75	3.0	4	2.0
Ability to study independently.	262	3.4	114	2.9	28	3.0	84	3.0	5	2.4	32	2.5	75	3.3	4	3.0
Knowledge of job requirements of major occupational fields.	247	3.2	106	2.8	28	2.8	78	3.0	5	2.4	34	2.5	78	3.0	4	2.8
Mastery of skills in oral expression.	245	3.2	117	3.0	27	3.0	82	2.9	6	2.3	37	2.6	81	3.0	4	2.5
Mastery of skills in the written expression of one's view and those of others.	249	3.3	117	2.8	25	3.1	83	2.9	5	2.4	35	2.6	76	2.9	4	2.8
Knowledge of the educational preparation required for major occupational field.	240	3.5	106	3.0	27	2.9	76	3.1	5	3.0	35	2.8	77	3.2	4	3.0

TABLE A.3

INTERVALS FOR CARDINAL RANKING OF MEAN GOAL IMPORTANCE AND FREQUENCY OF OCCURRENCE FOR EACH RESPONDENT GROUP

Respondent Group	Most Important		Second Most Important		Medium Important		Less Important		Least Important	
	Interval	Freq	Interval	Freq	Interval	Freq	Interval	Freq	Interval	Freq
Student	4.6-4.5	7	4.4-4.3	8	4.2-4.0	8	3.9-3.7	7	3.6-2.9	7
School Staff	4.9-4.6	6	4.4-4.3	9	4.2-4.1	7	4.0-3.9	9	3.8-3.1	6
Central Staff	4.9-4.5	7	4.4-4.3	9	4.2-4.1	9	4.0-3.8	7	3.7-3.4	5
Parents	4.7-4.5	7	4.4-4.3	8	4.2-4.1	9	4.0-3.8	7	3.7-2.9	6
Boards of Education	4.8-4.5	7	4.3-4.2	8	3.8-3.7	8	3.5	7	3.3-2.8	7
Business/Industry	4.6-4.2	8	4.1-4.0	8	3.9-3.8	7	3.7-3.5	6	3.4-2.8	8
General Public	4.8-4.6	6	4.5-4.4	11	4.3-4.1	7	4.0-3.8	8	3.6-3.0	5
Elected and Appointed Officials	4.8-4.2	10	4.0	6	3.8-3.5	10	3.2	6	3.0-2.5	5

TABLE A.4

OVERALL AVERAGE MEAN GOAL IMPORTANCE SCORES AND MEAN PERCEIVED GOAL ATTAINMENT SCORES FOR EACH RESPONDENT GROUP

Respondent Groups	Overall Average Score	
	Goal Importance	Perceived Goal Attainment
Students	4.06	3.32
School Staff	4.16	2.86
Central Staff	4.16	2.91
Parents	4.12	3.01
Boards of Education	3.85	2.53
Business/Industry	3.84	2.63
General Public	4.19	3.11
Elected and Appointed Officials	3.72	2.84

TABLE A.5

CARDINAL RANK ESTABLISHED FOR EACH SPECIFIC GOAL FOR EACH RESPONDENT GROUP*

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Ability to arrive at independent decisions.	A	A	A	A	A	A	A	A
Understanding of how members of a family function under different family patterns.	E	E	D	D	D	E	D	B
Knowledge of language concepts.	E	C	C	E	E	E	E	D
Knowledge of social studies concepts.	E	D	D	E	D	D	D	D
Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).	A	B	B	A	A	A	A	D
Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice.	B	D	E	B	B	B	B	C
Knowledge of environmental sciences.	D	D	B	D	C	E	D	E
Knowledge of mathematical concepts.	C	D	E	C	C	B	C	C
Concern for the use and abuse of environmental resources.	B	B	B	C	B	D	C	C
Development of self-respect.	A	A	A	A	A	A	A	A
Ability to use leisure time in constructive activities.	D	C	C	D	B	C	C	A
Ability to use leisure time in a personally satisfying manner.	D	D	C	D	C	E	D	B
Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).	D	D	B	D	E	D	D	A
Ability to apply knowledge and skills to the solution of real life problems.	A	A	A	A	A	A	B	A
Knowledge of scientific concepts.	E	E	D	E	E	E	E	C
Skills required for employment in their selected occupations by students planning to enter the job market.	A	B	B	A	A	A	A	A
Knowledge of varied resources for independent study.	D	E	C	D	C	D	D	E
Mastery of reading skills	A	A	A	A	A	A	A	A
Knowledge of child development and skill in child care.	D	D	D	D	C	E	C	E

TABLE A.5 (Cont)

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Skills for managing personal and family finances.	C	C	C	B	B	B	B	D
Development of desire for continued learning.	C	C	C	B	C	A	B	C
Mastery of computational skills.	E	E	E	E	E	E	E	D
Knowledge of fine arts concepts.	E	E	E	E	E	E	E	E
Ability to understand the pros and cons of issues.	C	C	B	C	C	A	C	A
Ability to practice sound personal health habits.	B	A	A	A	A	B	A	C
Understanding of and concern for problems of society (such as community improvements, crime prevention).	B	B	B	B	D	C	B	D
Mastery of mechanical skills of writing.	E	E	E	E	D	C	E	B
Mastery of skills in listening to comprehend the ideas of others.	C	B	C	C	B	B	B	B
Knowledge of personal, physical and mental health.	A	B	B	C	B	C	B	E
Ability to develop a personal value system.	C	B	A	B	D	C	C	C
Development of concern for others.	B	A	A	B	C	B	B	B
Ability to effectively plan the use of time.	C	B	C	B	B	B	B	C
Ability to study independently.	B	B	B	B	B	C	B	A
Knowledge of job requirements of major occupational fields.	B	D	D	C	E	D	C	A
Mastery of skills in oral expression.	C	C	C	C	D	B	D	C
Mastery of skills in the written expression of one's views and those of others.	D	D	D	C	D	D	D	C
Knowledge of the educational preparation required for major occupational field.	B	C	D	C	E	C	B	B

*Cardinal rankings are defined as follows: A = Most Important; B = Second Most Important; C = Medium Important; D = Less Important; E = Least Important.

TABLE A.6

SPECIFIC GOALS TO WHICH THE "MOST IMPORTANT" CARDINAL RANK WAS ESTABLISHED FOR ONE OR MORE RESPONDENT GROUPS

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Ability to arrive at independent decisions.	X	X	X	X	X	X	X	X
Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).	X			X	X	X	X	
Development of self-respect.	X	X	X	X	X	X	X	X
Ability to use leisure time in constructive activities.								X
Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).								X
Ability to apply knowledge and skills to the solution of real life problems.	X	X	X	X	X	X		X
Skills required for employment in their selected occupations by students planning to enter the job market.	X			X	X	X	X	X
Mastery of reading skills.	X	X	X	X	X	X	X	X
Development of desire for continued learning.						X		
Ability to understand the pros and cons of issues.						X		X
Ability to practice sound personal health habits.		X	X	X	X		X	
Knowledge of personal, physical and mental health.	X							
Ability to develop a personal value system.			X					
Development of concern for others.		X	X					
Ability to study independently.								X
Knowledge of job requirements of major occupational fields.								X

TABLE A.7

SPECIFIC GOALS TO WHICH THE "LEAST IMPORTANT" CARDINAL RANK WAS ESTABLISHED FOR ONE OR MORE RESPONDENT GROUPS

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Understanding of how members of a family function under different family patterns.	X	X				X		
Knowledge of language concepts.	X			X	X	X	X	
Knowledge of social studies concepts.	X			X				
Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice.			X					
Knowledge of environmental sciences.						X		X
Knowledge of mathematical concepts.			X					
Ability to use leisure time in a personally satisfying manner.						X		
Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).					X			
Knowledge of scientific concepts.	X	X		X	X	X	X	
Knowledge of varied resources for independent study.		X						X
Knowledge of child development and skill in child care.						X		X
Mastery of computational skills.	X	X	X	X	X	X	X	
Knowledge of fine arts concepts.	X	X	X	X	X	X	X	X
Mastery of mechanical skills of writing.	X	X	X	X			X	
Knowledge of personal, physical and mental health.								X
Knowledge of job requirements of major occupational fields.					X			
Knowledge of the educational preparation required for major occupational field.					X			

TABLE A.8

CRITICALITY SCORE ASSIGNED TO EACH SPECIFIC GOAL BY EACH RESPONDENT GROUP*

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Ability to arrive at independent decisions.	S	S	S	S	S	S	S	S
Understanding of how members of a family function under different family patterns.	L	U	L	L	L	U	L	S
Knowledge of language concepts.	L	S	U	L	L	L	L	U
Knowledge of social studies concepts.	U	U	U	U	U	U	U	U
Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).	S	C	C	S	S	S	S	L
Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice.	S	U	U	S	S	S	S	U
Knowledge of environmental sciences.	L	U	C	U	L	U	L	U
Knowledge of mathematical concepts.	S	U	U	S	U	S	U	S
Concern for the use and abuse of envionmental resources.	S	S	C	S	S	U	S	C
Development of self-respect.	S	S	S	S	C	C	S	S
Ability to use leisure time in constructive activities.	L	L	C	L	C	L	C	C
Ability to use leisure time in a personally satisfying manner.	L	L	C	L	U	L	L	C
Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).	L	L	C	L	L	L	L	C
Ability to apply knowledge and skills to the solution of real life problems.	S	C	S	C	C	C	C	C
Knowledge of scientific concepts.	L	U	U	L	U	L	U	U
Skills required for employment in their selected occupations by students planning to enter the job market.	S	C	C	S	S	S	S	S
Knowledge of varied resources for independent study.	L	L	L	U	L	U	L	L
Mastery of reading skills.	S	S	S	S	S	S	S	S
Knowledge of child development and skill in child care.	L	L	L	L	L	L	L	L

TABLE A.8 (Cont)

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Skills for managing personal and family finances.	C	L	C	C	C	C	S	L
Development of desire for continued learning.	S	L	C	S	L	S	S	L
Mastery of computational skills.	L	U	U	L	U	L	L	U
Knowledge of fine arts concepts.	L	L	L	L	L	L	L	L
Ability to understand the pros and cons of issues.	S	U	C	U	L	C	S	C
Ability to practice sound personal health habits.	S	S	S	S	C	S	S	C
Understanding of and concern for problems of society (such as community improvements, crime prevention).	C	S	S	C	U	S	S	U
Mastery of mechanical skills of writing.	L	L	U	L	L	L	L	S
Mastery of skills in listening to comprehend the ideas of others.	S	C	S	C	S	S	C	C
Knowledge of personal, physical and mental health.	S	S	S	S	C	U	S	L
Ability to develop a personal value system.	S	C	S	S	L	C	S	U
Development of concern for others.	S	C	S	C	L	S	S	C
Ability to effectively plan the use of time.	L	C	L	C	C	C	C	L
Ability to study independently.	S	S	S	C	C	C	S	S
Knowledge of job requirements of major occupational fields.	C	L	L	C	L	L	C	C
Mastery of skills in oral expression.	L	U	U	C	L	C	L	C
Mastery of skills in the written expression of one's views and those of others.	L	L	U	L	L	L	L	C
Knowledge of the educational preparation required for major occupational field.	S	U	L	S	U	S	S	S

*Criticality scores are defined as follows: C = Critical Need; L = Low Level Need; S = Successful Program; U = Low Level Successful Program.

TABLE A.9

SPECIFIC GOALS TO WHICH ONE OR MORE RESPONDENT GROUPS ASSIGNED A CRITICAL NEED

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).		X	X					
Knowledge of environmental sciences.			X					
Concern for the use and abuse of environmental resources.			X					X
Development of self-respect.					X	X		
Ability to use leisure time in constructive activities.			X		X		X	X
Ability to use leisure time in a personally satisfying manner.			X					X
Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).			X					X
Ability to apply knowledge and skills to the solution of real life problems.		X		X	X	X	X	X
Skills required for employment in their selected occupations by students planning to enter the job market.		X	X					
Skills for managing personal and family finances.	X		X	X	X	X		
Development of desire for continued learning.			X					
Ability to understand the pros and cons of issues.			X			X		X
Ability to practice sound personal health habits.					X			X
Understanding of and concern for problems of society (such as community improvements, crime prevention).	X			X				

TABLE A.9 (Cont)

Goals	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials
Mastery of skills in listening to comprehend the ideas of others.		X		X			X	X
Knowledge of personal, physical and mental health.					X			
Ability to develop a personal value system.		X				X		
Development of concern for others.		X		X				X
Ability to effectively plan the use of time.		X		X	X	X	X	
Ability to study independently.				X	X	X		
Knowledge of job requirements of major occupational fields.	X			X			X	X
Mastery of skills in oral expression.				X		X		X
Mastery of skills in the written expression of one's views and those of others.								X

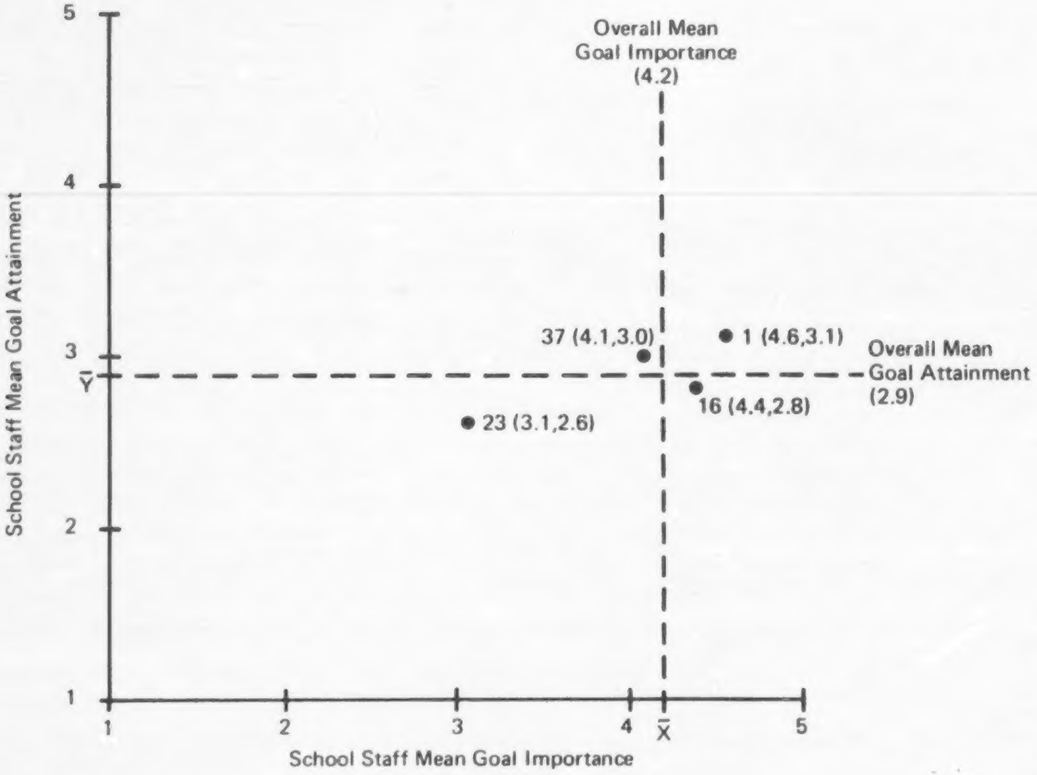

FIGURE A.1. INITIAL DEVELOPMENT OF THE CRITICALITY FUNCTION FOR THE SCHOOL STAFF RESPONDENT GROUP*

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*For each specified goal statement the mean goal importance and mean perceived goal attainment scores are plotted as a point (the numbers 1, 16, 23 and 37 refer to the goal statement numbers in the questionnaire (Hershkowitz, 1972, Appendix C), the numbers within the parentheses, that follow, are the abscissa--importance--and ordinate--atainment--respectively). Following this the overall mean goal importance, $\bar{X}$, and overall mean goal attainment, $\bar{Y}$, are plotted as transposed "criticality axes." This process is repeated for each respondent group.

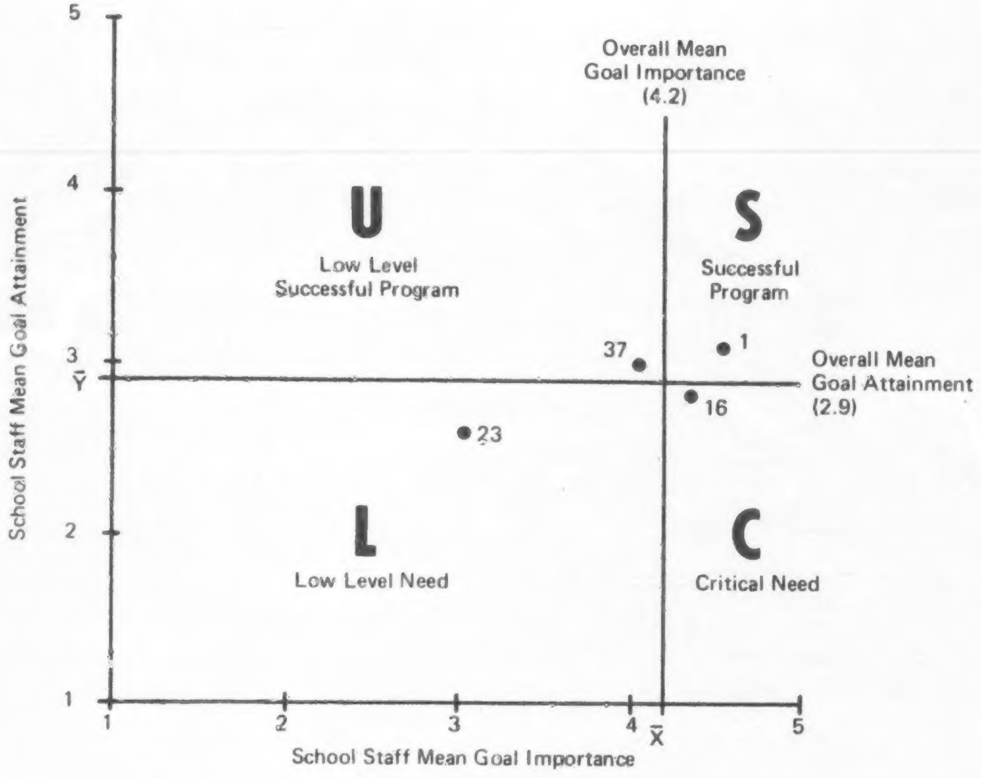

FIGURE A.2. COMPLETED CRITICALITY FUNCTION DISPLAYING THE LEVEL OF PROGRAM NEED FOR THE SCHOOL STAFF RESPONDENT GROUP*

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[*] At the completion of the plot of "goal points" and the transposed "criticality axes," as displayed in Appendix Figure A.1, the quadrants are assigned a level of program need. Any goal whose goal point is found in a particular quadrant is said to have that level of need. Thus, the goal associated with goal point 16 is considered to have a "Critical Need," while the goal associated with goal point 1 is considered to be a "Successful Program" (The numbers 1, 16, 23 and 37 refer to the goal statement numbers in the questionnaire (Hershkowitz, 1972, Appendix C)). This process is repeated for each respondent group.

APPENDIX B

REGIONAL EDUCATION SERVICE AGENCY OF APPALACHIAN MARYLAND:

INTERESTS AND TELEVISION VIEWING HABITS INTERVIEW GUIDE (PARTS I AND II)

RESPONDENT ID (_ _ _) :1-3

REGIONAL EDUCATION SERVICE AGENCY OF APPALACHIAN MARYLAND

INTERESTS AND TELEVISION VIEWING HABITS
INTERVIEW GUIDE

PART I

1. *INTERVIEWER*--WHO IS PRESENTLY AT HOME TO ANSWER QUESTIONS?

MOTHER . . . . ☐ :5
FATHER . . . . ☐ :6
CHILDREN NO LONGER IN SCHOOL . . . . . . ☐ :7
OTHER ADULTS . . . . ☐ :8

2. *INTERVIEWER*--DOES THIS FAMILY LIVE WITHIN A CORPORATE LIMIT?

YES . . . . ^{1}☐ :9
NO . . . . ^{2}☐

3. *INTERVIEWER*--IN WHAT COUNTY DOES THIS FAMILY LIVE?

ALLEGHENY . . . . ^{1}☐ :10
WASHINGTON . . . . ^{2}☐

TAKE INDEPENDENT RESPONSES FROM MOTHER AND FATHER, IF AT HOME. HAVE PARENT(S) RESPOND FOR CHILDREN. TAKE ONLY ONE ANSWER PER PERSON UNLESS ASKED TO *CHECK ALL THAT APPLY.*

4. WHO IS PRESENTLY LIVING IN YOUR HOME? *(CHECK ALL THAT APPLY)*

	Family Member	How Many
MOTHER	☐ :11	---
FATHER	☐ :12	---
PRESCHOOL AGED CHILDREN	☐ :13	( ) :14-15
SCHOOL AGED CHILDREN	☐ :16	( ) :17-18
CHILDREN NO LONGER IN SCHOOL	☐ :19	( ) :20-21
OTHER ADULTS	☐ :22	( ) :23-24
NO RESPONSE	☐ :25	---

5. WHAT KIND OF TELEVISION SET DO YOU OWN?

NONE . . . . ^{1}☐ :26
BLACK AND WHITE . . . . ^{2}☐
COLOR . . . . ^{3}☐
NO RESPONSE . . . . ^{4}☐

6. DO YOU EVER WATCH TELEVISION?

	Mother	Father	Preschool Aged Children	School Aged Children
YES	1☐ :27	1☐ :28	1☐ :29	1☐ :30
NO	2☐	2☐	2☐	2☐
NO RESPONSE	3☐	3☐	3☐	3☐

7. WHICH OF THE FOLLOWING KINDS OF PROGRAMS DO YOU LIKE TO WATCH?
(CHECK ALL THAT APPLY)

	Mother	Father	Preschool Aged Children	School Aged Children	Family as a Whole	
NEWS PROGRAMS	☐ :31	☐ :32	☐ :33	☐ :34	☐ :35	
SPORTS PROGRAMS	☐ :36	☐ :37	☐ :38	☐ :39	☐ :40	
CARTOON SHOWS	☐ :41	☐ :42	☐ :43	☐ :44	☐ :45	
COMEDY SHOWS	☐ :46	☐ :47	☐ :48	☐ :49	☐ :50	
GAME AND QUIZ SHOWS	☐ :51	☐ :52	☐ :53	☐ :54	☐ :55	
REVIEW AND VARIETY SHOWS . .	☐ :56	☐ :57	☐ :58	☐ :59	☐ :60	
SOAP OPERA SHOWS	☐ :61	☐ :62	☐ :63	☐ :64	☐ :65	
FEATURE FILMS (MOVIES). . . .	☐ :66	☐ :67	☐ :68	☐ :69	☐ :70	
WESTERN SHOWS	☐ :71	☐ :72	☐ :73	☐ :74	☐ :75	
DRAMA AND ADVENTURE SHOWS . .	☐ :76	☐ :77	☐ :78	☐ :79	☐ :80	2:4
NEVER WATCH TV	☐ :5	☐ :6	☐ :7	☐ :8	☐ :9	
NO RESPONSE	☐ :10	☐ :11	☐ :12	☐ :13	☐ :14	

8. DO YOU DO ANYTHING ELSE WHILE YOU WATCH TV? *(CHECK ALL THAT APPLY)*

	Mother	Father	Preschool Aged Children	School Aged Children
NOTHING ELSE	☐ :15	☐ :16	☐ :17	☐ :18
EAT	☐ :19	☐ :20	☐ :21	☐ :22
READ	☐ :23	☐ :24	☐ :25	☐ :26
HANDWORK, REPAIRS, SEW, KNIT	☐ :27	☐ :28	☐ :29	☐ :30
HOUSEWORK	☐ :31	☐ :32	☐ :33	☐ :34
CROSSWORD OR JIGSAW PUZZLES	☐ :35	☐ :36	☐ :37	☐ :38
FALL ASLEEP	☐ :39	☐ :40	☐ :41	☐ :42
OTHER (SPECIFY___________)	☐ :43	☐ :44	☐ :45	☐ :46
NEVER WATCH	☐ :47	☐ :48	☐ :49	☐ :50
NO RESPONSE	☐ :51	☐ :52	☐ :53	☐ :54

9. HOW MANY HOURS A DAY WOULD YOU ESTIMATE THAT YOUR TV SET IS TURNED ON? *(ENTER SINGLE DIGIT NUMBERS ON THE RIGHT-HAND SIDE OF THE COLUMN)*

MONDAY-THURSDAY . . . .(   ) :55-56
FRIDAY . . . .(   ) :57-58
SATURDAY . . . .(   ) :59-60
SUNDAY . . . .(   ) :61-62
NO RESPONSE . . . .(   ) :63-64

10. WHAT ARE YOUR FAMILY'S TV VIEWING HABITS? *(CHECK ALL THAT APPLY)*

	Mother	Father	Preschool Aged Children	School Aged Children	
MONDAY-THURSDAY					
7 AM - 9 AM	☐ :65	☐ :66	☐ :67	☐ :68	
9 AM - 12 NOON	☐ :69	☐ :70	☐ :71	☐ :72	
12 NOON - 4 PM	☐ :73	☐ :74	☐ :75	☐ :76	
4 PM - 7 PM	☐ :77	☐ :78	☐ :79	☐ :80	3:4
7 PM - 10 PM	☐ :5	☐ :6	☐ :7	☐ :8	
PAST 10 PM	☐ :9	☐ :10	☐ :11	☐ :12	
NO RESPONSE	☐ :13	☐ :14	☐ :15	☐ :16	
FRIDAY					
7 AM - 9 AM	☐ :17	☐ :18	☐ :19	☐ :20	
9 AM - 12 NOON	☐ :21	☐ :22	☐ :23	☐ :24	
12 NOON - 4 PM	☐ :25	☐ :26	☐ :27	☐ :28	
4 PM - 7 PM	☐ :29	☐ :30	☐ :31	☐ :32	
7 PM - 10 PM	☐ :33	☐ :34	☐ :35	☐ :36	
PAST 10 PM	☐ :37	☐ :38	☐ :39	☐ :40	
NO RESPONSE	☐ :41	☐ :42	☐ :43	☐ :44	
SATURDAY					
7 AM - 9 AM	☐ :45	☐ :46	☐ :47	☐ :48	
9 AM - 12 NOON	☐ :49	☐ :50	☐ :51	☐ :52	
12 NOON - 4 PM	☐ :53	☐ :54	☐ :55	☐ :56	
4 PM - 7 PM	☐ :57	☐ :58	☐ :59	☐ :60	
7 PM - 10 PM	☐ :61	☐ :62	☐ :63	☐ :64	
PAST 10 PM	☐ :65	☐ :66	☐ :67	☐ :68	
NO RESPONSE	☐ :69	☐ :70	☐ :71	☐ :72	
SUNDAY					
7 AM - 9 AM	☐ :73	☐ :74	☐ :75	☐ :76	
9 AM - 12 NOON	☐ :77	☐ :78	☐ :79	☐ :80	4:4
12 NOON - 4 PM	☐ :5	☐ :6	☐ :7	☐ :8	
4 PM - 7 PM	☐ :9	☐ :10	☐ :11	☐ :12	
7 PM - 10 PM	☐ :13	☐ :14	☐ :15	☐ :16	
PAST 10 PM	☐ :17	☐ :18	☐ :19	☐ :20	
NO RESPONSE	☐ :21	☐ :22	☐ :23	☐ :24	

11. ARE YOU ON THE CABLE?

YES	1☐	:25
NO	2☐	
NO RESPONSE	3☐	

12. CAN YOU RECEIVE CHANNEL 67, THE EDUCATION STATION? *(IN THIS LOCALITY IT IS CABLE CHANNEL _ ___)*

YES	1☐	:26
NO	2☐	
NO RESPONSE	3☐	

13. HOW OFTEN DO YOU WATCH CHANNEL 67 (OR THE CABLE CHANNEL ENTERED ABOVE)?

	Mother	Father	Preschool Aged Children	School Aged Children
OFTEN	1☐ :27	1☐ :28	1☐ :29	1☐ :30
SOMETIMES	2☐	2☐	2☐	2☐
SELDOM	3☐	3☐	3☐	3☐
NEVER	4☐	4☐	4☐	4☐
NO RESPONSE	5☐	5☐	5☐	5☐

14. IF YOU SELDOM OR NEVER WATCH CHANNEL 67 (OR THE CABLE CHANNEL ENTERED ABOVE), WHY DON'T YOU WATCH MORE OFTEN?

	Mother	Father	Preschool Aged Children	School Aged Children
CAN'T GET IT ON OUR TV	1☐ :31	---	---	---
DON'T LIKE WHAT THEY HAVE ON	2☐	2☐ :32	2☐ :33	2☐ :34
NEVER THINK ABOUT IT	3☐	3☐	3☐	3☐
DON'T KNOW WHAT'S GOING TO BE ON.	4☐	4☐	4☐	4☐
DON'T HAVE TIME	5☐	5☐	5☐	5☐
OTHER	6☐	6☐	6☐	6☐
NO RESPONSE	7☐	7☐	7☐	7☐

15. HOW MUCH FORMAL SCHOOLING HAVE YOU HAD?

	Mother	Father
NONE	01☐ :35-36	01☐ :37-38
COMPLETED ELEMENTARY SCHOOL	02☐	02☐
COMPLETED JUNIOR HIGH SCHOOL	03☐	03☐
SOME HIGH SCHOOL	04☐	04☐
GRADUATED HIGH SCHOOL	05☐	05☐
SOME COLLEGE	06☐	06☐
GRADUATED BUSINESS/TECHNICAL SCHOOL	07☐	07☐
GRADUATED JUNIOR COLLEGE	08☐	08☐
GRADUATED COLLEGE OR UNIVERSITY	09☐	09☐
GRADUATE STUDIES	10☐	10☐
NO RESPONSE	11☐	11☐

16. WHAT IS THE MOST DESIRABLE LEVEL OF FORMAL SCHOOLING TO HAVE?

	Mother	**Father**
NONE	^{1}☐ :39	^{1}☐ :40
SOME HIGH SCHOOL	^{2}☐	^{2}☐
HIGH SCHOOL GRADUATE	^{3}☐	^{3}☐
SOME COLLEGE	^{4}☐	^{4}☐
BUSINESS/TECHNICAL SCHOOL GRADUATE	^{5}☐	^{5}☐
COLLEGE GRADUATE	^{6}☐	^{6}☐
NO RESPONSE	^{7}☐	^{7}☐

17. WHAT IS THE MINIMUM LEVEL OF FORMAL SCHOOLING TO HAVE IN ORDER TO ACHIEVE SOME MEASURE OF "SUCCESS"?

	Mother	**Father**
NONE	^{1}☐ :41	^{1}☐ :42
SOME HIGH SCHOOL	^{2}☐	^{2}☐
HIGH SCHOOL GRADUATE	^{3}☐	^{3}☐
SOME COLLEGE	^{4}☐	^{4}☐
BUSINESS/TECHNICAL SCHOOL GRADUATE	^{5}☐	^{5}☐
COLLEGE GRADUATE	^{6}☐	^{6}☐
NO RESPONSE	^{7}☐	^{7}☐

18. IF YOU HAD A CHANCE, WOULD YOU LIKE TO CONTINUE SCHOOL?

	Mother	**Father**
YES	^{1}☐ :43	^{1}☐ :44
NO	^{2}☐	^{2}☐
NO RESPONSE	^{3}☐	^{3}☐

19. WHY WOULD YOU LIKE TO GO BACK TO SCHOOL? *(CHECK ALL THAT APPLY)*

	Mother	**Father**
TO HELP ME ON MY JOB, TO BE ABLE TO EARN MORE MONEY	☐ :45	☐ :46
TO LEARN THINGS I MISSED WHEN I WAS YOUNG	☐ :47	☐ :48
NEED MENTAL STIMULATION, NEED TO LEARN A LOT, AM INTERESTED	☐ :49	☐ :50
WANT TO KEEP UP WITH MY CHILDREN	☐ :51	☐ :52
OTHER (SPECIFY __________________)	☐ :53	☐ :54
NO RESPONSE	☐ :55	☐ :56

20. WHAT WOULD YOU STUDY? *(CHECK ALL THAT APPLY)*

	Mother	**Father**
3 R'S	☐ :57	☐ :58
VOCATIONAL AND OCCUPATIONAL COURSES	☐ :59	☐ :60
COMMUNITY AND GOVERNMENT PROCESSES	☐ :61	☐ :62
ART OR MUSIC	☐ :63	☐ :64
SOCIAL SELF-IMPROVEMENT	☐ :65	☐ :66
OTHER (SPECIFY ________________)	☐ :67	☐ :68
NO RESPONSE	☐ :69	☐ :70

21. WOULD YOU LIKE TO HAVE A REFRESHER OR BRUSH-UP COURSE TO IMPROVE YOUR READING SKILLS?

	Mother	**Father**
YES	^{1}☐ :71	^{1}☐ :72
NO	^{2}☐	^{2}☐
NO RESPONSE	^{3}☐	^{3}☐

22. IF YOU WOULD NOT LIKE TO CONTINUE SCHOOL, WHICH OF THE REASONS LISTED BELOW BEST DESCRIBE YOUR FEELINGS?

	Mother	**Father**
TOO OLD, NOT AT MY AGE	^{1}☐ :73	^{1}☐ :74
I ENJOY WHAT I'M DOING	^{2}☐	^{2}☐
AM TOO BUSY	^{3}☐	^{3}☐
DON'T NEED ANY MORE	^{4}☐	^{4}☐
OTHER (SPECIFY __________________)	^{5}☐	^{5}☐
NO RESPONSE	^{6}☐	^{6}☐

23. WHAT DO YOU FIND IS THE EASIEST WAY OF LEARNING IDEAS AND FACTS FOR YOU? *(CHECK ALL THAT APPLY)*

	Mother	**Father**	
FROM A PROFESSIONAL TEACHER	☐ :75	☐ :76	
FROM EXAMPLES AND DEMONSTRATIONS (SEEING SOMEONE DO IT)	☐ :77	☐ :78	
BY ASKING QUESTIONS	☐ :79	☐ :80	5:4
BY TRIAL AND ERROR	☐ :5	☐ :6	
FROM A NEIGHBOR OR A FRIEND	☐ :7	☐ :8	
BY DOING IT YOURSELF	☐ :9	☐ :10	
BY WORDS AND PICTURES	☐ :11	☐ :12	
NO RESPONSE	☐ :13	☐ :14	

24. WHAT ROLE SHOULD TELEVISION PLAY FOR YOU AND YOUR FAMILY?

	Mother	Father
ENTERTAINMENT ONLY	1☐ :15	1☐ :16
BOTH ENTERTAINMENT AND EDUCATION	2☐	2☐
DON'T REALLY KNOW	3☐	3☐
NO RESPONSE	4☐	4☐

25. WHAT TELEVISION PROGRAM FORMAT WOULD YOU *MOST PREFER* FOR AN EDUCATIONAL SHOW?

	Mother	Father
ADVENTURE	1☐ :17	1☐ :18
ROMANCE	2☐	2☐
VARIETY SHOW	3☐	3☐
CARTOONS	4☐	4☐
CHILDREN'S SHOW	5☐	5☐
NO PERSONAL PREFERENCE	6☐	6☐
NO RESPONSE	7☐	7☐

26. WHAT TIME LENGTH WOULD YOU PREFER FOR AN EDUCATIONAL SHOW?

	Mother	Father
FIVE MINUTES	1☐ :19	1☐ :20
TEN MINUTES	2☐	2☐
FIFTEEN MINUTES	3☐	3☐
HALF AN HOUR	4☐	4☐
ONE HOUR	5☐	5☐
ONE AND A HALF HOURS	6☐	6☐
DON'T REALLY KNOW	7☐	7☐
NO RESPONSE	8☐	8☐

27. WOULD YOU LIKE TO SEE A PREVIEW OF THE NEXT DAY'S TELEVISION SCHEDULE?

	Mother	Father
YES	1☐ :21	1☐ :22
NO	2☐	2☐
DON'T CARE	3☐	3☐
NO RESPONSE	4☐	4☐

28. HOW OLD WERE YOU ON NEW YEAR'S DAY 1973?

Mother . . . . (   ) :23-24   Father . . . . (   ) :25-26

29. ARE YOU PRESENTLY EMPLOYED?

	Mother	Father
NOT EMPLOYED	1☐ :27	1☐ :28
PART TIME	2☐	2☐
FULL TIME	3☐	3☐
SELF EMPLOYED	4☐	4☐
RETIRED	5☐	5☐
HOUSEWIFE	6☐	6☐
STUDENT	7☐	7☐
OTHER	8☐	8☐
NO RESPONSE	9☐	9☐

RESPONDENT ID (_ _ _) :1-3

REGIONAL EDUCATION SERVICE AGENCY OF APPALACHIAN MARYLAND

INTERESTS AND TELEVISION VIEWING HABITS
INTERVIEW GUIDE

PART II

30. HOW IMPORTANT ARE THE FOLLOWING ITEMS TO THE ADULTS IN YOUR HOME? *(SELECT A RESPONSE ON THE EQUALLY-SPACED INTERVAL BETWEEN "MOST" AND "NOT AT ALL" OR CHECK "NO RESPONSE," FOR EACH ITEM)*

	Most	. . .	. . .	Not At All	No Response	
LIVING WITHIN MY MEANS	1☐	2☐	3☐	4☐	5☐	:29
BUYING ON CREDIT	1☐	2☐	3☐	4☐	5☐	:30
BORROWING MONEY	1☐	2☐	3☐	4☐	5☐	:31
USING A BANK	1☐	2☐	3☐	4☐	5☐	:32
UNDERSTANDING INSURANCE	1☐	2☐	3☐	4☐	5☐	:33
WHAT DO I LIVE ON WHEN I RETIRE . .	☐	☐	☐	☐	☐	:34
GETTING MY $'S WORTH AT AUCTIONS. .	☐	☐	☐	☐	☐	:35
BUYING FARM MACHINERY	☐	☐	☐	☐	☐	:36
BUYING A CAR	☐	☐	☐	☐	☐	:37
KEEPING FARM RECORDS	1☐	2☐	3☐	4☐	5☐	:38
TAXES ARE EATING ME UP	☐	☐	☐	☐	☐	:39
HOW CAN I BECOME A REALLY SMART SHOPPER	☐	☐	☐	☐	☐	:40
DEALING WITH DOOR TO DOOR AND PHONE SALES	☐	☐	☐	☐	☐	:41
WHAT TO DO WHEN A STORE GYPS ME . .	☐	☐	☐	☐	☐	:42
USING MAIL ORDER CATALOGS	1☐	2☐	3☐	4☐	5☐	:43
BUYING AND SELLING A HOME OR FARM	☐	☐	☐	☐	☐	:44
GETTING OUT OF TIMBERING	☐	☐	☐	☐	☐	:45
STAYING OUT OF BANKRUPTCY	☐	☐	☐	☐	☐	:46
FARM MANAGEMENT	☐	☐	☐	☐	☐	:47
LOOKING FOR A JOB	1☐	2☐	3☐	4☐	5☐	:48
WHAT I WOULD LIKE TO BE	☐	☐	☐	☐	☐	:49
I'M IN A RUT	☐	☐	☐	☐	☐	:50
MY MORALS AND VALUES	☐	☐	☐	☐	☐	:51
WHAT I WANT OUT OF LIFE	☐	☐	☐	☐	☐	:52
HOW I CAN BECOME A BETTER PERSON. .	1☐	2☐	3☐	4☐	5☐	:53
DEAR ABBY!	☐	☐	☐	☐	☐	:54
MY EMOTIONAL AND MENTAL HEALTH. . .	☐	☐	☐	☐	☐	:55
HOW CAN I MAKE MYSELF MORE ATTRACTIVE TO OTHERS	☐	☐	☐	☐	☐	:56
NOT ENOUGH HOURS IN THE DAY	☐	☐	☐	☐	☐	:57
I'M JUST ONE SMALL VOICE	1☐	2☐	3☐	4☐	5☐	:58
USING BETTER ENGLISH	☐	☐	☐	☐	☐	:59
INCREASING MY VOCABULARY	☐	☐	☐	☐	☐	:60
WRITING GOOD LETTERS	1☐	2☐	3☐	4☐	5☐	:61

30. HOW IMPORTANT ARE THE FOLLOWING ITEMS TO THE ADULTS IN YOUR HOME? *(SELECT A RESPONSE ON THE EQUALLY-SPACED INTERVAL BETWEEN "MOST" AND "NOT AT ALL OR CHECK "NO RESPONSE," FOR EACH ITEM)* (Cont)

	Most	. . . . . .		Not At All	No Response		
SPELLING BETTER	1☐	2☐	3☐	4☐	5☐	:62	
IMPROVING MY READING	☐	☐	☐	☐	☐	:63	
USING MATH BETTER	☐	☐	☐	☐	☐	:64	
HOW OUR GOVERNMENT WORKS	☐	☐	☐	☐	☐	:65	
GETTING MY ELECTED REPRESENTATIVE TO LISTEN TO ME	☐	☐	☐	☐	☐	:66	
WHAT ARE MY RIGHTS IN THIS WORLD.	1☐	2☐	3☐	4☐	5☐	:67	
MY RESPONSIBILITIES AS A CITIZEN.	☐	☐	☐	☐	☐	:68	
VOTING	☐	☐	☐	☐	☐	:69	
MAKING MY VOICE HEARD IN THE COMMUNITY	☐	☐	☐	☐	☐	:70	
I NEED HELP--WHERE CAN I GET IT	☐	☐	☐	☐	☐	:71	
WELFARE SERVICES I CAN USE	1☐	2☐	3☐	4☐	5☐	:72	
GETTING MY SHARE OF WHAT IS AVAILABLE FOR EVERYONE	☐	☐	☐	☐	☐	:73	
DISCIPLINING MY CHILD	☐	☐	☐	☐	☐	:74	
HOW TO BUILD CHARACTER IN MY CHILDREN	☐	☐	☐	☐	☐	:75	
HELPING MY CHILDREN DO BETTER IN SCHOOL	☐	☐	☐	☐	☐	:76	
TAKING CARE OF THE FAMILY'S ILLNESSES	1☐	2☐	3☐	4☐	5☐	:77	
GETTING ALONG WITH RELATIVES: GETTING ALONG WITH THE IN-LAWS	☐	☐	☐	☐	☐	:78	
GETTING ALONG WITH MY SPOUSE	☐	☐	☐	☐	☐	:79	
UNDERSTANDING TODAY'S TEENAGERS	☐	☐	☐	☐	☐	:80	6:4
SOLVING FAMILY PROBLEMS	☐	☐	☐	☐	☐	:5	
GROWING OLD	1☐	2☐	3☐	4☐	5☐	:6	
GETTING MORE FUN OUT OF LIFE.	☐	☐	☐	☐	☐	:7	
HOW CAN I MAKE MORE FRIENDS	☐	☐	☐	☐	☐	:8	
DEALING WITH GOSSIPS AND PESTS.	☐	☐	☐	☐	☐	:9	
HOW TO ARGUE WITH SOMEONE WITHOUT LOSING A FRIEND	☐	☐	☐	☐	☐	:10	
GETTING PEOPLE TO LISTEN TO YOU	1☐	2☐	3☐	4☐	5☐	:11	
UNDERSTANDING MINORITY MOVEMENTS.	☐	☐	☐	☐	☐	:12	
WHAT'S WRONG WITH STUDENTS NOWADAYS	☐	☐	☐	☐	☐	:13	
WHAT'S HAPPENING TO OUR CITIES	☐	☐	☐	☐	☐	:14	
HOW I CAN HELP OTHERS	☐	☐	☐	☐	☐	:15	
GETTING ALONG AT WORK	1☐	2☐	3☐	4☐	5☐	:16	
GIVING AND TAKING ORDERS AT WORK.	☐	☐	☐	☐	☐	:17	
GETTING AHEAD AT WORK	☐	☐	☐	☐	☐	:18	
HOW TO QUIT MY JOB--AND MOVE AHEAD	☐	☐	☐	☐	☐	:19	
THE JOY OF GOOD FOOD	1☐	2☐	3☐	4☐	5☐	:20	

30. HOW IMPORTANT ARE THE FOLLOWING ITEMS TO THE ADULTS IN YOUR HOME? *(SELECT A RESPONSE ON THE EQUALLY-SPACED INTERVAL BETWEEN "MOST" AND "NOT AT ALL OR CHECK "NO RESPONSE," FOR EACH ITEM)* (Cont)

	Most	. . .	. . .	Not At All	No Response	
25 NEW $1.00 DINNERS	1☐	2☐	3☐	4☐	5☐	:21
SMART FOOD BUYING	☐	☐	☐	☐	☐	:22
WHAT AM I BUYING	☐	☐	☐	☐	☐	:23
PREPARING QUICK MEALS	☐	☐	☐	☐	☐	:24
FIGURING OUT WHAT THE LABELS MEAN	☐	☐	☐	☐	☐	:25
CLOTHING MY FAMILY	1☐	2☐	3☐	4☐	5☐	:26
MAKING CLOTHES	☐	☐	☐	☐	☐	:27
BUYING FURNITURE AND APPLIANCES	☐	☐	☐	☐	☐	:28
REMODELING	☐	☐	☐	☐	☐	:29
PREVENTING ACCIDENTS	☐	☐	☐	☐	☐	:30
FAMILY HEALTH	1☐	2☐	3☐	4☐	5☐	:31
LOW COST OR FREE LEGAL AID SERVICES AVAILABLE TO ME	☐	☐	☐	☐	☐	:32
COMMUNITY ADULT EDUCATION PROGRAM	☐	☐	☐	☐	☐	:33
USING COUNTY AGENTS	☐	☐	☐	☐	☐	:34
HOW DO I MOVE TO THE CITY--AND LIKE IT	☐	☐	☐	☐	☐	:35
GETTING MY KIDS TO STAY ON IN THE COMMUNITY	1☐	2☐	3☐	4☐	5☐	:36
HOME AND FARM REPAIRS	☐	☐	☐	☐	☐	:37
HINTS FROM HELOISE	☐	☐	☐	☐	☐	:38
MACHINERY AND AUTO REPAIRS	☐	☐	☐	☐	☐	:39
MAKING THE OLD LOOK NEW	☐	☐	☐	☐	☐	:40
PASSING THE DRIVER'S TEST	1☐	2☐	3☐	4☐	5☐	:41
MAIL ORDER EDUCATION	☐	☐	☐	☐	☐	:42
BEING A BETTER BOSS	☐	☐	☐	☐	☐	:43
LOCAL HISTORY	☐	☐	☐	☐	☐	:44
AMERICAN HISTORY	☐	☐	☐	☐	☐	:45
LOCAL NEWS	1☐	2☐	3☐	4☐	5☐	:46
STATE AND NATIONAL NEWS	☐	☐	☐	☐	☐	:47
MY RELIGION	☐	☐	☐	☐	☐	:48
UNDERSTANDING THE RELIGION OF OTHERS	☐	☐	☐	☐	☐	:49
UNDERSTANDING THE PROBLEMS OF THE HANDICAPPED	☐	☐	☐	☐	☐	:50
CIVIC MEETINGS (SUCH AS TOWN COUNCIL AND BOARD OF EDUCATION)	1☐	2☐	3☐	4☐	5☐	:51
PUBLIC AFFAIRS ANNOUNCEMENTS (SUCH AS TRANSPORTATION, WEATHER, SCHOOL SCHEDULES, LOCAL EVENTS, TEENAGER PROGRAMS)	1☐	2☐	3☐	4☐	5☐	:52

31. IF YOU WOULD LIKE TO MAKE ANY COMMENTS ON HOW TELEVISION MIGHT BE ABLE TO SATISFY YOUR EDUCATIONAL INTERESTS AND NEEDS, PLEASE WRITE THEM IN BELOW.

:53-54

THANK YOU FOR YOUR COOPERATION AND ASSISTANCE

APPENDIX C

CONTENT DATA FROM THE RESA INTERESTS AND TELEVISION VIEWING HABITS INTERVIEW GUIDE, PART II

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TABLE C.1

IMPORTANCE OF SELECTED ITEMS (INTERESTS) TO ADULTS OF DISADVANTAGED FAMILIES

Selected Items (Interests)	Percent					Mean Response
	Most Important (4)	... (3)	... (2)	Not At All Important (1)	No Response	
Living within my means	62	14	11	6	7	3.4
Buying on credit	14	13	25	42	6	2.0
Borrowing money	17	8	24	38	13	2.0
Using a bank	27	18	13	37	10	2.4
Understanding insurance	48	10	14	17	11	3.0
What do I live on when I retire	34	11	8	23	24	2.7
Getting my dollar's worth at auctions	27	8	13	31	21	2.4
Buying farm machinery	6	0	4	66	24	1.3
Buying a car	34	8	17	24	17	2.6
Keeping farm records	1	0	1	73	25	1.1
Taxes are eating me up	30	8	10	30	23	2.4
How can I become a really smart shopper	63	13	10	3	10	3.5
Dealing with door to door and phone sales	14	8	7	52	18	1.8
What to do when a store gyps me	45	18	8	10	18	3.2
Using mail order catalogs	17	15	11	37	20	2.1
Buying and selling a home or farm	18	4	8	45	24	1.9
Getting out of timbering	1	0	3	63	32	1.1
Staying out of bankruptcy	27	8	4	39	21	2.3
Farm management	3	3	0	63	31	1.2
Looking for a job	45	13	17	15	10	3.0
What I would like to be	41	10	11	18	20	2.9
I'm in a rut	34	14	10	20	23	2.8

TABLE C.1 (Cont)

Selected Items (Interests)	Percent					Mean Response
	Most Important (4)	... (3)	... (2)	Not At All Important (1)	No Response	
My morals and values	49	15	4	13	18	3.2
What I want out of life	58	13	10	7	13	3.4
How I can become a better person	59	14	7	6	14	3.5
Dear Abby!	30	15	13	25	17	2.3
My emotional and mental health	51	18	11	7	13	3.3
How can I make myself more attractive to others	49	17	11	10	13	3.2
Not enough hours in the day	34	10	15	18	23	2.8
I'm just one small voice	34	3	15	25	23	2.6
Using better english	42	17	10	13	18	3.1
Increasing my vocabulary	41	20	15	8	15	3.1
Writing good letters	46	14	14	13	13	3.1
Spelling better	45	20	8	10	17	3.2
Improving my reading	42	17	14	14	13	3.0
Using math better	45	15	17	8	14	3.1
How our government works	21	10	24	21	24	2.4
Getting my elected representative to listen to me	20	18	14	27	21	2.4
What are my rights in this world	45	14	13	10	18	3.2
My responsibilities as a citizen	44	17	13	11	15	3.1
Voting	34	8	20	15	23	2.8
Making my voice heard in community	21	14	23	23	20	2.4
I need help--where can I get it	35	13	24	8	20	2.9
Welfare services I can use	31	14	15	20	20	2.7
Getting my share of what is available for everyone	45	10	17	13	15	3.0

TABLE C.1 (Cont)

Selected Items (Interests)	Percent					Mean Response
	Most Important (4)	... (3)	... (2)	Not At All Important (1)	No Response	
Disciplining my child	63	15	4	3	14	3.6
How to build character in my childred	66	15	4	3	11	3.6
Helping my children do better in school	70	11	1	4	3	3.7
Taking care of the family's illnesses	66	13	7	1	13	3.6
Getting along with relatives: Getting along with the in-laws	35	17	14	20	14	2.8
Getting along with my spouse	44	8	4	21	23	3.0
Understanding today's teanagers	41	8	21	14	15	2.9
Solving family problems	58	14	7	11	10	3.3
Growing old	27	7	15	31	20	2.4
Getting more fun out of life	45	13	15	11	15	2.7
How can I make more friends	31	17	17	18	17	3.1
Dealing with gossips and pests	37	3	11	32	17	2.7
How to argue with someone without losing a friend	34	6	14	25	21	2.5
Getting people to listen to you	20	15	18	24	23	2.4
Understanding minority movements	17	11	23	17	32	2.4
What's wrong with students nowadays	30	11	14	21	24	2.6
What's happening to our cities	31	10	15	23	21	2.6
How I can help others	38	21	20	6	15	3.1
Getting along at work	27	7	7	34	25	2.4

TABLE C.1 (Cont)

Selected Items (Interests)	Percent					Mean Response
	Most Important (4)	... (3)	... (2)	Not At All Important (1)	No Response	
Giving and taking orders at work	23	8	11	35	23	2.2
Getting ahead at work	30	10	10	27	24	2.6
How to quit my job--and move ahead	23	10	8	34	25	2.3
The joy of good food	49	24	11	6	10	3.3
25 new $1.00 dinners	55	10	11	11	13	3.2
Smart food buying	77	7	4	4	7	3.7
What am I buying	69	10	7	1	13	3.7
Preparing quick meals	56	14	11	6	10	3.4
Figuring out what the labels mean	46	15	11	11	15	3.2
Clothing my family	62	13	10	3	13	3.5
Making clothes	46	15	10	11	17	3.2
Buying furniture and appliances	49	13	17	7	14	3.2
Remodeling	31	15	17	15	21	2.8
Preventing accidents	61	13	11	1	14	3.5
Family health	70	11	4	1	13	3.7
Low cost or free legal aid services available to me	52	11	14	8	14	3.2
Community adult education program	39	15	11	10	24	3.1
Using county agents	30	7	17	20	27	2.6
How do I move to the city--and like it	10	4	13	46	27	1.7
Getting my kids to stay on in the community	27	6	23	24	21	2.4
Home and farm repairs	23	10	11	25	31	2.4
Hints from Heloise	24	10	14	31	21	2.3
Machinery and auto repairs	13	8	13	34	32	2.0

TABLE C.1 (Cont)

Selected Items (Interests)	Percent					Mean Response
	Most Important (4)	... (3)	... (2)	Not At All Important (1)	No Response	
Making the old look new	46	17	11	8	17	3.3
Passing the driver's test	32	7	10	28	23	2.6
Mail order education	13	6	15	41	25	1.9
Being a better boss	10	4	11	39	35	1.9
Local history	18	15	18	24	24	2.4
American history	30	11	17	18	24	2.7
Local news	51	10	13	8	14	3.2
State and national news	38	15	20	10	17	3.0
My religion	38	18	7	14	23	3.0
Understanding the religion of others	39	14	13	14	20	3.0
Understanding the problems of the handicapped	48	15	10	11	15	3.2
Civic meetings (such as town council and board of education)	24	14	17	21	24	2.5
Public affairs announcements (such as transportation, weather, school schedules, local events, teenager programs)	44	17	13	13	14	3.1

TABLE C.2

DISTRIBUTION OF MEAN RESPONSES TO THE IMPORTANCE OF SELECTED ITEMS (INTERESTS) TO ADULTS OF DISADVANTAGED FAMILIES

Mean Response	Number of Occurrences	Mean Response	Number of Occurrences
3.7	4	2.3	4
3.6	3	2.2	1
3.5	4	2.1	1
3.4	3	2.0	3
3.3	4	1.9	3
3.2	12	1.8	1
3.1	9	1.7	1
3.0	8	1.6	0
2.9	3	1.5	0
2.8	5	1.4	0
2.7	4	1.3	1
2.6	8	1.2	1
2.5	2	1.1	2
2.4	13		

APPENDIX D

ITEMS PERTAINING TO CONTINUING EDUCATION AND TECHNICAL TRAINING FOR SPECIFIC COMMUNITY GROUPS

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ITEM D.1

ETV Needs from Allegany County Teachers Association (ACTA)

1. In-Service Training
   - (a) Sample Lessors
   - (b) Model Lessons
   - (c) Demonstrations of Teaching Techniques
2. Display of New Source Material
   - (a) For Textbook Selection
   - (b) For Multimedia Material Selection
3. Methods of Diagnostic Testing from Institutions of Higher Education
   - (a) Reading
   - (b) Display of Cards
4. Inter-Classroom Conferences between Counties (Regional Team Teaching?)
5. Development and Display of Local Resource Material
6. School Administrative Meetings and Conferences
7. Speech Department Use for Correction of Defects
8. Vocational-Technical Center Use to Bring Modern Industrial Practice into the Schools
9. Above All - Must Meet the Needs of Classroom Teachers

ITEM B.2

TELEVISION TRAINING COURSES

For Business and Industry

In the Baltimore Area on Channels 67 and 73,
on the Eastern Shore Via Channel 28 in Salisbury and on Cable Television.

8 Steps to Excellence focuses on the different managerial skills which are problem areas for supervisors and managers.	October 3, 1972 — November 22, 1972 February 6, 1973 — March 28, 1973
Human Relations and Motivation shows how to use meaningful, non-monetary incentives to unleash the full potential of employees.	October 3, 1972 — December 6, 1972 February 20, 1973 — April 25, 1973
You the Supervisor designed for both the new and experienced supervisor with emphasis placed on providing guidelines for specific tasks at the core of the job.	October 2, 1972 — November 30, 1972 December 12, 1972 — January 31, 1973 February 12, 1973 — April 5, 1973 April 9, 1973 — May 31 1973
Manufacturing Management by Objectives shows how to adopt the MBO approach to the manufacturing environment.	October 5, 1972 — November 10, 1972 January 4, 1973 — February 9, 1973 March 29, 1973 — May 11, 1973
Management by Objectives geared to staff and administrative application of the MBO concept.	November 28, 1972 — January 3, 1973 January 9, 1973 — February 14, 1973
Put It in Writing demonstrates clear, concise writing with emphasis on improving reports, memorandums and letter writing.	October 2, 1972 — December 8, 1972 November 27, 1972 — February 5, 1973
Performance Reviews That Build Commitment reveals shortcomings of previous approaches to performance review and suggests more effective techniques.	November 16, 1972 — December 29, 1972 February 15, 1973 — March 23, 1973 May 1, 1973 — June 6, 1973
From Nine to Five aimed at upgrading abilities and sharpening skills of secretaries and clerical personnel.	December 4, 1972 — February 12, 1973 February 19, 1973 — April 27, 1973
TV High School prepares students to take the Maryland State Department of Education's High School Equivalence Exam.	October 2, 1972 — December 29, 1972 January, 1973 — May, 1973.

The Maryland Center For Public Broadcasting
Owings Mills, Maryland 21117
356-5600

ITEM D.3

DEPARTMENT OF POLICE, CITY OF HAGERSTOWN
CITY HALL ■ FRANKLIN AND POTOMAC STREETS ■ HAGERSTOWN, MARYLAND [illegible]

739-[illegible] ■ EMERGENCY ONLY
731-3200 ■ ALL OTHER CALLS

CEM-190
January 30, 1973

AN 31 1973

Mr. J. R. Hawvermale,
Program Coordinator of Manpower Dev.
Regional Education Service Agency
110 Washington Street
Cumberland, Maryland 21502

Dear Mr. Hawvermale:

We have received your letter of January 17, 1973 in regard to a regional instructional television network. As we in law enforcement are constantly seeking better forms and methods of training, we anticipate that in the future such programs as you have under consideration will be a necessity.

It has already been anticipated in several law enforcement agencies that closed circuit television will be utilized for training purposes to reduce off-of-the-job training time which is now necessary when officers must travel to different points to receive instruction.

The instructional needs for police officers are varied in their subjects as we are constantly needing training and re-training in the legal aspects of our profession as well as new and improved methods in handling and using present and new equipment. The use of a television network for this training purpose could answer some of our present problems.

I am quite certain that this would also be beneficial to the personnel selected as instructors for various programs as they could reach many more personnel by the use of this method rather than spending many long hours in travelling from various departments to give the same training.

I would be vitally interested in learning of the progress you make in this program.

Very truly yours,

Clinton E. Mowen

Clinton E. Mowen
Chief of Police

CEM/nh

ITEM D.4

JAN 29 1973

City of Cumberland

MARYLAND
21502

DEPARTMENT OF POLICE
OFFICE OF CHIEF POLICE
W. E. SHANK

January 26,1973

J.R. Hawvermale
Regional Education Service Agency
110 Washington Street
Cumberland, Maryland

Dear Mr. Hawvermale:

In reply to your letter of 1-17-73, we are most interested in television as an instructional media. At this time we have nothing, but hope in the near future to obtain a video tape recorder and monitor.

However, in the meantime, if our training department can be of any help, please let us know.

In area's of Personnel Management, Administration, Public and Community Relations, First Aid, Planing and Research we can use all of the information and training we can obtain.

Sincerely,

J.S. Chaney

J.S. Chaney
Lieutenant-Training

jm

CHARLES E. PRICE
SHERIFF
-
P. L. McNAIRN
OFFICE DEPUTY

WASHINGTON COUNTY
SHERIFF'S DEPT.
HAGERSTOWN, MARYLAND 21740

PHONES:
SHERIFF
COURT HOUSE & JAIL
731-0110
-
AFTER 4 PM NIGHTS,
SATURDAYS, SUNDAYS
& HOLIDAYS
739-0011 – 739-0012

JAN 26 1973

January 24, 1973

Mr. J. R. Hawvermale
Program Coordinator of Manpower Development
110 Washington Street
Cumberland, Maryland 21502

Dear Mr. Hawvermale:

In answer to your letter and inquiry concerning what would be needed in your educational proposal for regional television network and how it would possibly help our department in meeting our educational needs.

Please find enclosed a photostatic copy of an article titled Kentucky Law Enforcement Council which was taken from a booklet of the Eastern Kentucky University in Richmond, Kentucky. An independent group of citizens established this council on September 1, 1966 and began an established law enforcement training program. This provided for the members of the student body desirous of furthering their education in law enforcement and criminology and also provided the opportunity for area law enforcement officers to receive this training in the same institution and facility, preventing any duplication of costs or services.

For further detailed information, which may be helpful and beneficial to you in formulating your program, you may want to contact:

Mr. Robert E. Posey
Director, School of Law Enforcement
Associate Professor of Law Enforcement
Eastern State University
Richmond, Kentucky

I have for many years expressed the need to establish regional educational facilities, such as the Hagerstown Junior College, to establish law enforcement needs. This could be utilized by the student body and area law enforcement officers to prevent duplication of services and costs. I hope if there is anything established along these lines that they would consider locating this at the Hagerstown Junior College, where it could be federally funded by at least six federally established financial programs. This would lessen the cost for local political subdivisions of State Governmant.

In closing I want to commend you and your agency in trying to develop this type of program for the law enforcement officers. There are available many sources of training materials through national organizations, which are quite expensive, but could be purchased and utilized to serve more than one law enforcement agency.

I hope that I have fulfilled your request and again commend you and your agency for your interest in our behalf.

Very truly yours,

WASHINGTON COUNTY SHERIFF'S DEPT.

Charles E. Price
Sheriff

CEP/slb

Encl.

ITEM D.6

JAN 26 1973

City of Cumberland

MARYLAND
21502

DEPARTMENT OF FIRE
OFFICE OF FIRE CHIEF
ROBERT C. LONG

January 25, 1973

J. R. Hawvermale
Regional Education Service Agency
of Appalachian Maryland
110 Washington Street
Cumberland, Maryland 21502

Dear Mr. Hawvermale:

In regards to your letter of January 17, 1973, concerning educational programs and selected material pertinent to Fire Department needs. We would be very much interested. We would be interested in anything concerning training of officers, fire fighters and management. Due to new technology the fire concept of handling it is different and we are interested in this. New tools, new equipment and better use of old etc., all of this is what we need.

We would appreciate it if you would keep us posted from time to time on progress made in regards to this and any way we can help, please feel free to write or call.

Very truly yours,

Ralph E. Mahaney

Captain Ralph E. Mahaney
Training Officer
Cumberland Fire Department

REM:gdc

Item D.7

College Courses for Credit on Television september '72 semester

college of the air

- Catonsville Community College
- Community College of Baltimore
- Dundalk Community College
- Essex Community College
- Harford Junior College
- Howard Community College
- Morgan State College/ University Without Walls
- Salisbury State College
- Villa Julie Junior College

Over 2,000 men and women in Maryland have enrolled in college courses for credit on television. You can too.

All of the courses broadcast carry three academic credits. When you sign up at any of the nine colleges listed above and pay the normal college fees, you will be assigned a teacher. Watch the lesson in your home at the rate of two a week on channels 67, 73, 28, do homework by mail, attend voluntary Saturday tutoring seminars and go to the campus for a midterm and a final examination.

If you wish to follow the courses at home without earning college credit, you may obtain study guides from the Maryland Center for Public Broadcasting and may purchase textbooks at Gordon's Bookstores in Baltimore and Laurel. If you are a credit student, you may obtain both guides and texts at the bookstore of your college.

Fundamentals of Mathematics

First lesson: Wednesday, September 20

This is a first year college level mathematics course for students not planning science or mathematics majors. Individual lessons review set theory, provide introduction to algebra and provide practice in the graphing of functions and the solution of quadratic equations.

Lessons are aired Wednesdays and Fridays at 6:15 p.m. with repeats of these same lessons at 10:00 a.m. Saturday and Sunday.

Personnel Management

First lesson: Tuesday, September 19

This course should serve as an introduction to the problems of personnel management in business and industry. Lessons cover testing, performance review, motivating people, training, labor relations, and all related phases. The case method of instruction is employed.

Lessons are aired Tuesdays and Thursdays at 6:45 p.m. with repeats at 10:45 a.m. on Saturdays and Sundays.

Americans From Africa

First lesson: Tuesday, September 19

This is a history course covering the story of Black Americans from their origin in Africa through the Civil War to the new militancy that followed the movements of Martin Luther King.

Lessons are aired Tuesdays and Thursdays at 6:15 p.m. with repeats of these same two lessons at 11:30 a.m. on Saturdays and Sundays.

Note: All courses are 30 lessons in length. There will be no college course broadcasts during the week of December 24th.

Director of Development Projects
Maryland Center for Public Broadcasting
Owings Mills, Maryland 21117

Please send me the Teleguides for the following College of the Air courses:

Personnel Management	$1.00
Americans From Africa	$1.50
Fundamentals of Mathematics	$1.50

My check or money order for a total of $______________ is enclosed.

NAME____

ADDRESS____

CITY____

STATE_________________________________ **ZIP**____________

WMPB, Channel 67, Baltimore
(And alternate Channel 73, Baltimore)
WCPB, Channel 28, Salisbury

A service of the Maryland Center for Public Broadcasting

maryland center for public broadcasting

APPENDIX E

ITEM PRESENTING POLICIES, PROCEDURES AND PRICES OF PREPARED VIDEO PROGRAMMING

Four pages of illegible material from NIT removed. For Current information contact:

NIT Headquarters
Box A
Bloomington, Indiana 47401
Phone: 812 339-2203

GUIDE BOOK

TELEVISION INSTRUCTION

ETV TASK FORCE
FOR APPALACHIAN MARYLAND

June, 1974

Mr. Buford L. Saville
Potomac Valley Television Company

Dr. William Brish
Appalachian Education Satellite Project

Mr. Robert Lesher
Washington County Board of Education

Mr. Edgar W. Reynolds
Allegany County Board of Education

Mr. Vince Tantillo
Washington County Board of Education

Dr. George Simons
Memorial Hospital

Dr. David A. Harris
Hagerstown Junior College

*Mr. P. Edward Firlie
Regional Education Service Agency

Mr. Edward Heath
Tri-County Council

Mr. Timothy Casey
Health Planning Council

Mr. Richard Smith
Maryland Center for Public Broadcasting

*Replaced - J. R. Hawvermale

The involvement in the Task Force activities has not been limited to the people cited above. Among the others who have contributed to these activities have been Angela McDormott of the State Department of Education, Hank Thomas and Kenneth White of Allegany Community College, and Tom Jimmerfield of the Health Planning Council.